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ABSTRACT

The objectives of this Special Experimental Demonstration Project in Adult Basic Education for the Navajo were: (1) to raise the educational and social level of Navajo adult students who are unable to read, write, and speak English; (2) to assist the Navajo adult students to take advantage of occupational and vocational training programs; (3) to assist Navajo adult students to be aware of the various service agencies on or near the Navajo reservation; (4) to encourage the Navajo adult students to better meet their responsibilities as bicultural individuals and parents; (5) to promote the personal well-being and happiness of each Navajo adult student. The NABE is operating in 15 communities with a total enrollment of 350. Five instructors with assistants are employed to work directly with the participants. Approximately 18 hours of week of classroom instruction is given, In-service training was provided for the staff. Navajo Community College's contributions to the project were made in a variety of areas, such as: faculty participation in the in-service training; provision of audiovisual materials and the production of a film; payroll, budget, and financial services; the loaning of vehicles; library services; public information and publicity services; the provision of Navajo culture consultants; and groups from the Navajo Studies Program, Nursing Program, and Home Economics Department were involved. (DB)

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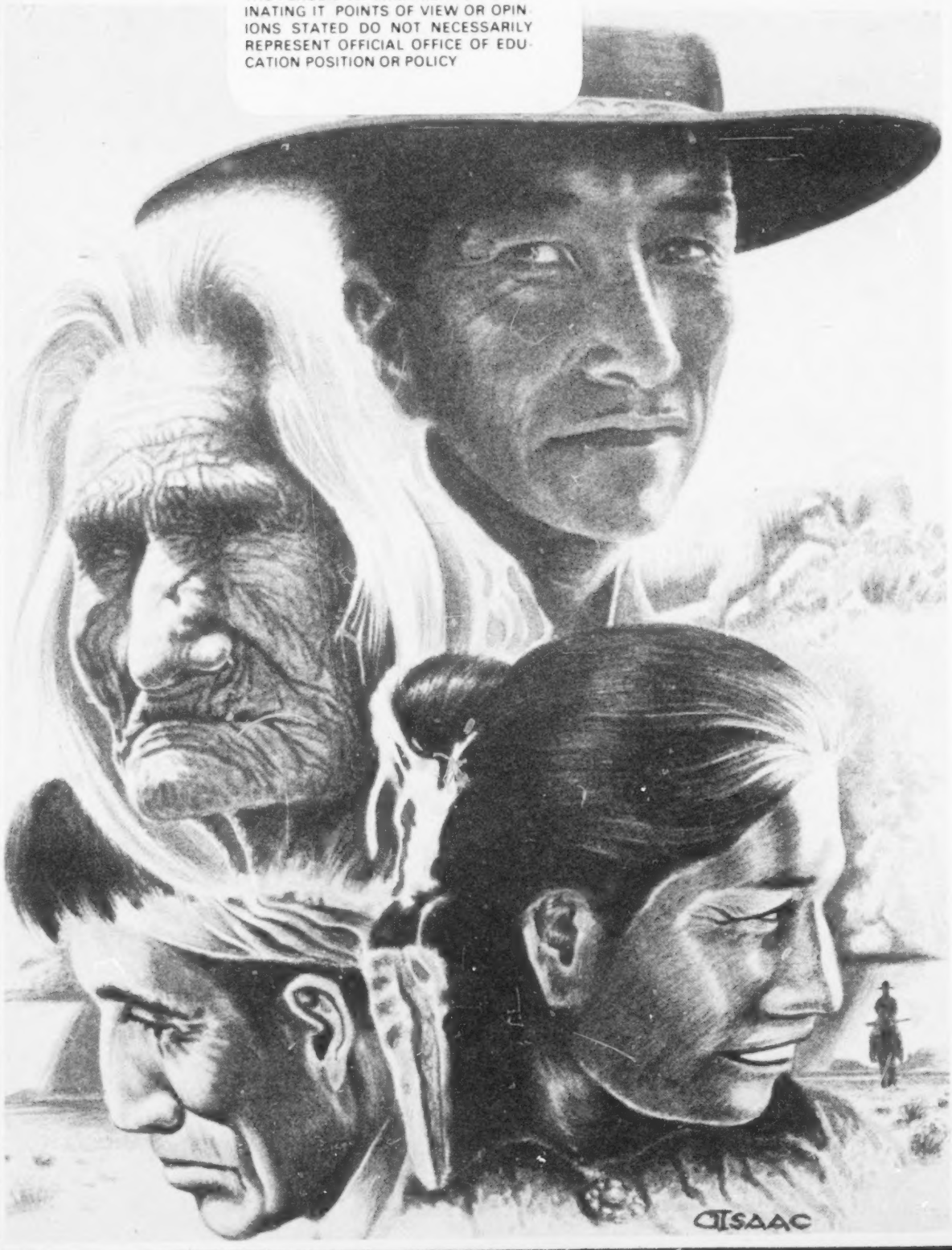

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NAVAJO ADULT BASIC EDUCATION

NAVAJO COMMUNITY COLLEGE
MANY FARMS RURAL POST OFFICE
CHINLE, ARIZONA 86503

AC012 500

NAVAJO ADULT BASIC EDUCATION

'among the land of dawning, he stirs, he stirs;'

US NAVAJO

I walk the plains of the dry land
Cracked from long ago rain storm.
I wish for rain on this hot, dry, lonely day.

I walk and hear the bells of the sheep coming home.
In a far distance I hear a plane roaring in the clear blue sky.

I see my grandpa getting water from the well.
I see my grandma in her long skirt weaving a colorful rug.

My mother cooking good stew.
My brother and sister playing and singing in Navajo.
Hard everywhere for us.

But this is good 'cause this is home
for all of us Navajo.
This quiet and peaceful place.

-Jimmy Benally-

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PREFACE

It is with a great deal of pleasure that I write these introductory remarks which will accompany a fuller report on the activities and purposes of our Adult Basic Education Program at Navajo Community College. For many years, educators, tribal officials and others who have eyes to see and ears to hear have recognized that the unreached segments of the Navajo population is the vast thousands of Navajo adults who can neither read, write, nor speak English. These are the people that are hardest hit by unemployment, material poverty, poor health, lack of opportunities and all the other indices that affect a disadvantaged people. Into this sea of neglect came the hope and opportunity provided by a grant from the Office of Education, Washington, D.C., to Navajo Community College. For the first time, a sustained and powerful effort has been made to meet the basic educational needs of this group which in reality constitues the majority of the Navajo people.

As president of Navajo Community College, I am especially proud and grateful for the Office of Education assistance to our program. Together we have an unequalled impact in the literacy needs and the basic educational needs of my people. I hope this report will provide a clearer understanding of the significance and the challenge facing us as together we move forward in tackling these problems. I pledge the unqualified support of this institution, and, through the union of our efforts, people

who in the past had no chance and little opportunity will have a chance and great opportunity. Words are inadequate to explain my personal support and powerful faith in this project and its importance to the future of the Navajo Nation.

Ned A. Hatathli
President
Navajo Community College

THE NAVAJO TRIBE

WINDOW ROCK, NAVAJO NATION, (ARIZONA) 86515

PETER MacDONALD
CHAIRMAN, Navajo Tribal Council

WILSON C. SKEET
VICE CHAIRMAN, Navajo Tribal Council

Ned A. Hatathli, President
Navajo Community College
Many Farms Rural Post Office
Chinle, Arizona 86503

Dear Dr. Hatathli:

I would like you to know that I wholeheartedly endorse and support your Adult Basic Education Proposal submitted to the Office of Education, March 8, 1971. The provisions contained in the proposal are very much in keeping with my own objectives and plans to provide educational opportunities for all Navajo.

You may be assured that your program has the strong and enthusiastic support of my administration. I trust the reviewing officials share my support for the proposal so that it can be promptly refunded.

Sincerely,

Peter MacDonald, Chairman
Navajo Tribal Council

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NAVAJO COMMUNITY COLLEGE

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)ARD OF REGENTS

ZZIE BEGAY — GUY GORMAN SR. — PETER MACDONALD — WILSON C. SKEET — CARL TODACHEENE
HN C. MARTIN — HOWARD W. GORMAN — DILLON PLATERO — STUDENT BODY PRESIDENT — CHESTER YELLOWHAIR

March 16, 1971

Mr. Ned A. Hatathli
President
Navajo Community College
Many Farms Rural Post Office
Chinle, Arizona 86503

Dear Mr. Hatathli:

On behalf of the Board of Regents of Navajo Community College, I want you to be advised of our total and vigorous support for the new Adult Basic Education proposal submitted to the Department of Health, Education and Welfare.

This proposal reflects our thinking and the priorities we have established. We want to go on record as totally supporting this proposal. Furthermore, we would like to personally answer questions raised about this proposal if anyone fails to recognize its significance and importance.

Guy Gorman Sr.

Guy Gorman, Sr.
Chairman, Board of Regents

GGSr/tpl

" SOME MEN SEE THINGS AS THEY ARE AND ASK WHY...I DREAM THINGS THAT NEVER WERE AND ASK WHY NOT "

THE NAVAJO TRIBE

WINDOW ROCK, NAVAJO NATION, (ARIZONA) 86515

PETER MacDONALD
CHAIRMAN, Navajo Tribal Council

WILSON C. SKEET
VICE CHAIRMAN, Navajo Tribal Council

March 25, 1971

Mr. Ned A. Hatathli
President
Navajo Community College
Many Farms Rural Post Office
Chinle, Arizona 86503

Dear Mr. Hatathli:

On behalf of the Education Committee of the Navajo Tribal Council I have reviewed the proposal, "Experimental Demonstration Project in Adult Basic Education under Section 309 of Adult Education Act of 1966 P.L. 89-750." You and your staff are to be commended for preparing and submitting such a proposal to the Department of Health, Education and Welfare, Washington, D.C.

We are in full agreement with the Navajo problems and the objectives of the proposal, specifically aimed at the "0-3" reading and writing level of the Navajo Adult participants. As you many know, for many years the Bureau has tried programs in education that have fallen short of expectations. I call your attention to provisions made in the treaty of 1868 with reference to education.

"In order to insure the civilization of Indians entering into this treaty, the necessity of education is admitted, especially of such of them as may be settled on agriculture parts of this reservation and they therefore pledge themselves to compel their children, male and female, between the ages of six and sixteen years, to attend school; and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly complied with and the United States agrees that for every thirty children between said ages who can be induced or compelled to attend school, a house shall be provided and a teacher competent to teach the elementary branches of an English education shall be furnished who will reside among said Indians, and faithfully discharge his or her duties as a teacher....."

It is obvious that the terms of the treaty were not complied with as witnessed by the high illiteracy on our reservation. If the Federal agencies made more concrete follow-up after the treaty period, there probably would not have been over 51% rate of adult functional illiteracy today. As we are all aware, the greatest need is realistic educational programs for all Navajo people who are or near non-English speaking illiterate adults. For the above reason, the Education Committee strongly supports the Demonstration Project which will prove to the federal agencies that whenever the Navajos control their own educational programs they will succeed in their objectives.

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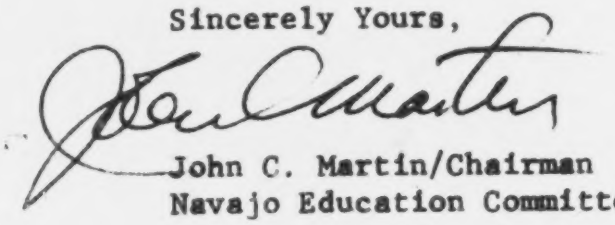
Navajo Community

We would further commend the project for using and recommending the services of para-professionals who are able to understand and respect the Navajo Culture.

Sincerely Yours,



John C. Martin/Chairman
Navajo Education Committee

W. P. SHOFSTALL, PH.D.,
SUPERINTENDENT

Arizona
Department of Education
STATE CAPITOL, ROOM 165
PHOENIX, ARIZONA 85007
271-5198

Division of Adult Education
1626 West Washington
Phoenix, Arizona 85007
Telephone 271-5281

March 29, 1971

Ref: 2187

Mr. Ned A. Hatathli, President
Navajo Community College
Many Farms
Rural Post Office
Chinle, Arizona 86503

Subject: 309 Project Application

Dear Mr. Hatathli:

I have reviewed your Special Experimental Demonstration Project Application and have found it quite interesting. I agree with the proposal that if the Navajo is to receive an adult basic education, it must be done by the Navajo community.

We in the State Department of Education, specifically the Adult Education Division, have been charged with developing of appropriate programs of adult basic education with particular attention to the needs of the bilingual-bicultural group of Indians, Mexican-Americans, and resident aliens, as well as Model Cities projects, within the Federal Guidelines as set forth by the Adult Education Act of 1966, Title III, Public Law 91-230. The Department of Health, Education and Welfare and the U. S. Office of Education have also established goals and priorities, Indian education, Migrant education and Model Cities projects have been cited as high priority items.

Our experience in adult basic education on the Navajo Reservation has not proven fruitful in the past. The distances, the scattered population, and cultural differences have made it next to impossible to provide adult basic education to the large number of Navajos who need this training. We wholeheartedly endorse your application. We feel that if the Navajo is to receive adult basic education it must be provided locally and by the Navajo people.

Sincerely,

James D. Showers, Director
Division, Adult Education

JDS:rw

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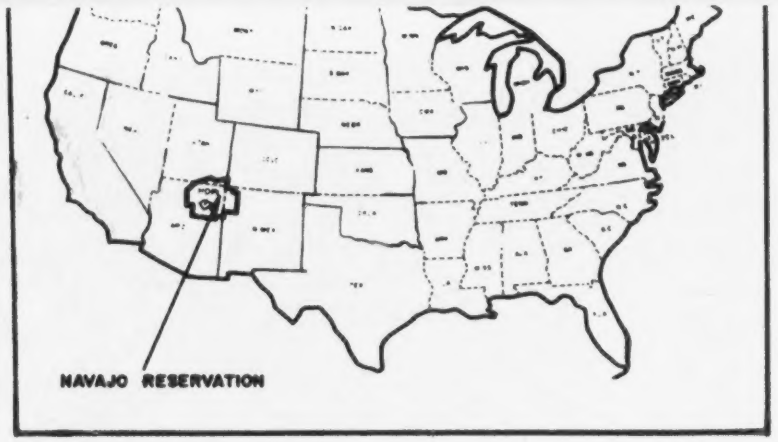


NAVAJO RESERVATION

UTAH, COLORADO, ARIZONA, AND NEW MEXICO

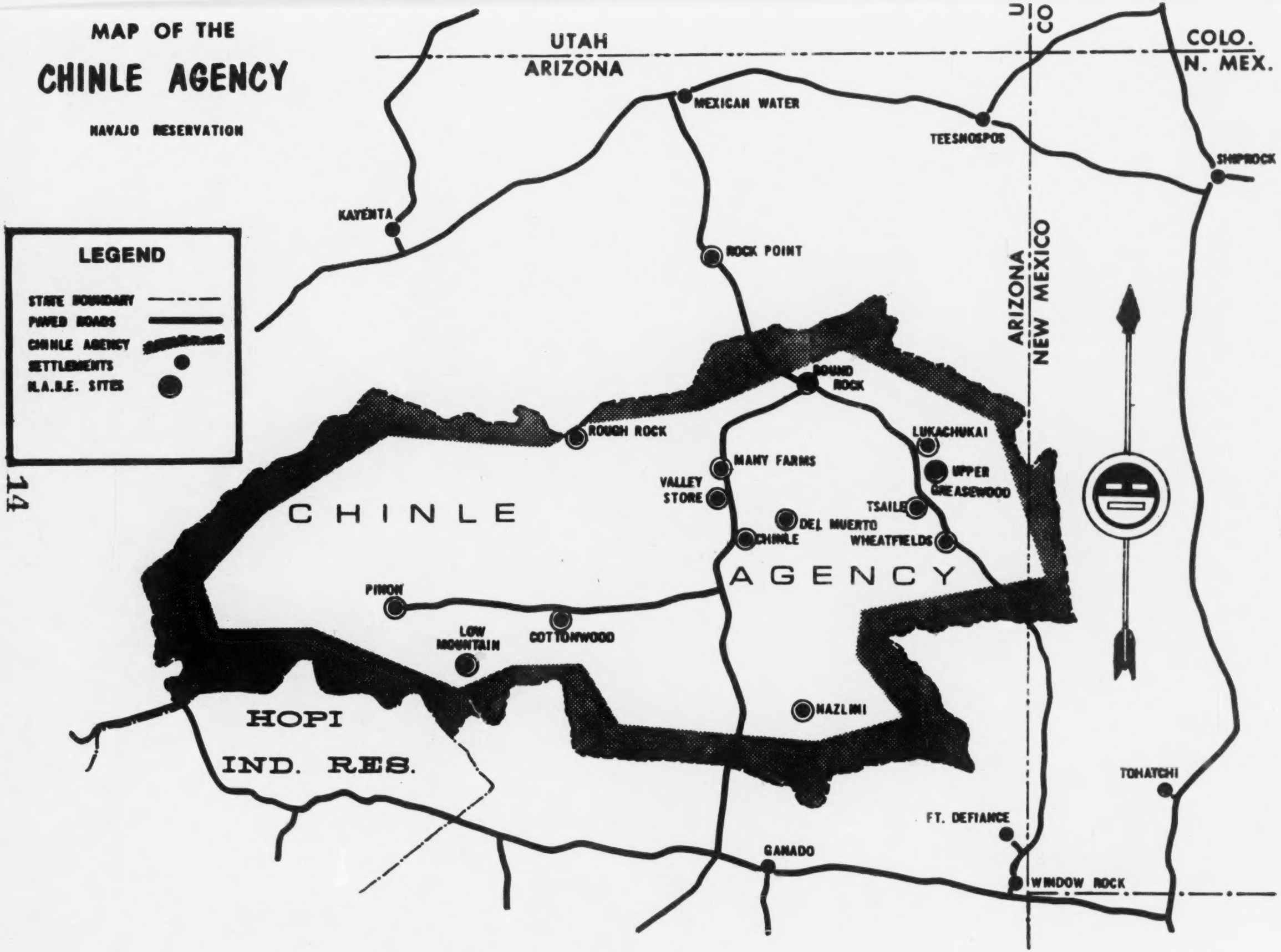
UTAH
COLORADO
Cortez
Blanding
UTAH
ARIZONA
COLORADO
NEW MEXICO
Page
Kayenta
NAVAJO RESERVATION
Shiprock
Farmington
N
Many Farms
Tsaile
Pinon
Chinle
Tuba City
Cameron
Hopi Res.
Ganado
Window Rock
Gallup
Flagstaff
Winslow
Holbrook
ARIZ.
NEW MEXICO

LEGEND

- RESERVATION BOUNDARY
- STATE BOUNDARY
- PAVED ROADS
- CHINLE AGENCY
- SETTLEMENTS

MAP OF THE CHINLE AGENCY

NAVAJO RESERVATION



BACKGROUND

The Navajo reservation is the largest in the United States, encompassing about 125,000 square miles in the states of Arizona, New Mexico and Utah. The area is about the size of the state of West Virginia and inhabited by the largest Indian tribe, the Navajo. Navajo Adult Basic Education (NABE) serves the vast area of the Chinle agency which comprises 4,260 square miles in the heart of the Navajo reservation. It is a semi-arid land with an elevation of 3,500 feet and intermediate "Steepe" with middle elevation and mountains with a cold, sub-humid climate of 10,000 feet elevation.

Within the Chinle agency, there are approximately 127 miles of paved roads. These roads connect centers such as Rock Point, Rough Rock,

Lukachukai, Tsaile, Wheatfields, Many Farms, Chinle, Cottonwood, and Pinon. Other centers may be reached on graded dirt roads or ungraded roads and trails, some leading to individual hogans. The ungraded trails can be hazardous in bad weather. NABE participants come to the centers in pickup trucks, either their own or neighbors, and sometimes in horse-drawn vehicles. In some cases, instructors pick up the participants, bring them to class and take them home again after class. The distance between each of the sites is given in the mileage chart on page 21.

The economic bases of these people are livestock raising and some farming. Agriculture is limited to small plots of corn, beans, and squash in the Chinle, Many Farms and Lukachukai areas. The annual income of most of these people is a mere $680.00. Of the 21,150 Navajos residing in the Chinle agency, 87% are unemployed, 72% are employable, but unemployed.

The Treaty of 1868, marking the close of the Fort Sumner period, carried the following provision for the construction of schools and the conduct of a reservation education program:

> *"In order to insure the civilization of the Indians entering into this treaty, the necessity of education is admitted, especially of such of them as may be settled on agricultural parts of this reservation, and they therefore pledge themselves to compel their children, male and female, between the ages of six and sixteen years, to attend school; and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly compiled with; and the United States agrees that, for every thirty children between the said ages who can be induced or compelled to attend school, a house shall be provided, and a teacher competent to teach the elementary branches of an English education shall be furnished who will reside among said Indians, and faithfully discharge his or her duties as a teacher. The provisions of this article to continue for not less than ten years."*

The Navajo at that time felt no need for the formal European Education. They were comfortable with their own Navajo educational experiences which was carried on at home. The parents taught children the traditional techniques of agriculture and stockraising, the legends, the taboos and the practices of Navajo culture. Thus, the parents didn't bother to enroll their children which resulted in low attendance at the school.

The government in response to this in 1887 made attendance compulsory, and thereafter, it became the custom to use the police to locate school age children and place them in school. The parents hid their children from the police or voluntarily sent only the sickly and weak, retaining the strong at home. The implementation of the compulsory attendance law has generated a general resistance to all phase of formal education which continued for over 100 years.

The resistance to the Whiteman's formal education decreased in its intensity and cultural isolationism gave way to broader view on education. This may be attributed to the Navajo serviceman and former war workers returning from World War II to the reservation with the new understanding the role of education in the life training of their children.

Most of the NABE participants are the product of the resistance movement to education. These people lack basic education. They cannot speak, read, and write the English language and they make up a larger percentage of unemployment. NABE recognizes the needs and problems of the participants and has designed its program to raise the level of education and employment of its participants.

INTRODUCTION

Past effort to attract the Navajo adult to NABE have been largely ineffective. Both the Bureau of Indian Affairs (BIA) and the Public School systems on the Navajo reservation have been operating adult education, utilizing traditional education approaches resulting in frustration, failure and dropout on the part of participants. More recently, other programs, such as the Home Improvement Training Program and Concentrated Employment Program of the Office of Navajo Economic Opportunity (ONEO), have also operated ABE. The latter group like the first followed the pattern of concentrating on the General Education Development (GED) level population, leaving those individual with the greatest need not enrolled or were early dropouts.

Though professional personnel were hired to staff these programs, its lacked Indian involvement. Non-Indian decided the design of the program and administered it likewise. In the operation, Navajo goals, values, and norms were neglected and replaced by those of the dominant society. Out of this frame of reference grew a neglect for Navajo history, culture, and the aspiration of the group for continuation as a functional entity was unsupported. Education was directed towards the group that were ready to leave the reservation and come out into the education world on the educator's terms. In the end, essential community and inter-personnel relationship were never established. With this ingredient missing, it was not possible for the programs to develop a content, teaching materials, or format to which intended

beneficiaries could respond.

Navajo Community College looks upon the problems of Adult Basic Education as an exciting challenge; and whereas most other groups have given up on the hogan level Navajo adult, the college views success in reaching these adults as vital to the growth and development of the Navajo people. To attempt a solution the college received a grant under Section 309 of the Adult Education Act. Two advisory boards assisted in the planning and development of the NABE program. One group consisted of professionals in the field of adult education and the other in the area of Navajo culture and folkway. The combination of their experience aided in the construction of a program that reflected the needs of the Navajo people and good educational theory.

The fate of the Indians in recent years have been debated and national policies framed. In the past, the Federal government programs designed to help the Indians often failed because few federal official even thought to involve the Indians in their affairs. President Nixon message on July 8, 1970, has been termed by many people as a "historic landmark" and looked upon as a beginning of the right kind of relationship between the people and the U.S. Government.

The President said in his message:

> *"No government policy toward Indian can be fully effective unless there is a relationship of trust and confidence between the federal government and the Indian people. Such a relationship cannot be completed overnight; it is inevitably the product of a long series of words and actions. But we can contribute significantly to such a relationship by responding to just grievances which are especially important to the Indian people."*

The President also had this to say about Indian Education:

> *"One of the saddest aspects of Indian life in the United States is the low quality of Indian education, ... again, a part of the problem stems from the fact that the federal government is trying to do for Indian what many Indians could do better for themselves."*
>
> *".... the Ramah Navajo Community of New Mexico and the Rough Rock and Black Water school in Arizona are notable examples of schools which have recently been brought under local Indian control."*
>
> *"Consistent with our policy that the Indian Community should have the right to take over the control and operation of federally funded programs, we believe every Indian community wishing to do so should be able to control its own Indian schools."*

The Navajo Community College controlled by an all Navajo Board of Regents administers Navajo Adult Basic Education.

PROJECT OBJECTIVE

The Special Experimental Demonstration Project in Adult Basic Education for the Navajo saw the need for a revision in the original objectives. The new objectives are as follows:

1. To raise the educational and social level of Navajo adult students who are lacking the ability and are unable to read, write and speak the English language.
2. To assist the Navajo adult students to take advantage of occupational and vocational training programs so they may have some job opportunities for more profitable employment in the future.
3. To assist Navajo adult students to be aware of the various service agencies on or near the Navajo reservation where they can receive direct assistance whether it is social, educational and economical.
4. To encourage the Navajo adult students to better meet their responsibilities as bicultural individuals and parents.
5. Recognizing the many barriers toward improved employment of economical progress, foremost of which is limited job opportunities, a vital objectives of Adult Basic Education is the personal well-being and long life and happiness of each Navajo adult student.

SPECIFIC OBJECTIVE

1. To provide information on Navajo tribal election procedures.
2. To develop a willingness to participate in local tribal elections as well as state and national elections.
3. To build an understanding of procedures related to state and national elections (much of the tribal election procedures were patterned after state and national election procedures).
4. To understand the power of one vote.
5. To understand the power of cumulative votes.
6. To teach oral English to non-English speaking Navajo adult.
7. To provide experience, broaden and deepen the adult Navajo's concept of social services.
8. To increase the adult non-English speaking Navajo to understand his own culture, history and language.
9. To identify the needs of Navajo adult and prepare materials around these areas.
10. Raise the level of skill in the fundamental operation of arithmetic.
11. Increase the participant's understanding the application of arithmetic to his actual day to day experience, such as linear measurements, sale of livestock and wool pertaining to weight.
12. Provide the individual with an understanding of money transaction so that he may protect himself financially.

13. To cooperate with different agencies in providing counseling, job placement, and job development.
14. To provide over all staff development for each instructor.
15. To provide information about family relationships, personality development, and social adjustments largely to promote healthful living.
16. To develop a knowledge of preventive medicine and sanitation as a means of maintaining good health.
17. To develop an attitude of acceptance of the idea that nutrition is necessary for maintaining good health.
18. To develop a willingness to participate in community activities and community development.

PROCEDURE

The uniqueness of the program rests in the fact that it reflects the thinking of the Navajo people in regard to what they see as an effective and efficient program of adult education.

The program has two advisory boards, the Navajo Cultural Advisory Board and the Professional Advisory Board. The cultural advisory board consists of a group of Navajo leaders, medicine men and philosophers who have been given the duty and responsibility to determine what is salient and necessary for all Navajos to know in regard to their life, culture, history and language. The other group is composed of professionals in the field of adult education. The two boards provide assistance in the curriculum development and the operation of the program.

Navajo Cultural Advisory Board members are:

John Smith	Elderly Navajo Medicine man from Pinon, Arizona.
Howard W. Gorman	Navajo Councilman and Board of Regents member from Ganado, Arizona.
Charlie Benally	Navajo Medicine man from Tsaile, Arizona.
Scott Preston	Former Vice-chairman of the Navajo Tribe, Medicine man from Tuba City, Arizona.
Paul Jones	Former Chairman of the Navajo Tribe, from Window Rock, Arizona
John Dick	Navajo elder from Rough Rock, Arizona.
Curley Mustache	Elderly Navajo Medicine man from Wheat-fields, Arizona.

Professional Advisory Board members are:

Dr. LeRoy Condie	Professor of Education University of New Mexico Albuquerque, New Mexico
Dr. Irvin Stout	Professor of Education Arizona State University Tempe, Arizona
Dr. Robert A. Roessel, Jr	Chancellor Navajo Community College Many Farms, Arizona
Mr. Frankie Paul	Chief, Adult Education Bureau of Indian Affairs Navajo Area Window Rock, Arizona
Miss Kathryn Polacca	Education Specialist Adult Education Tohatchi, New Mexico
Miss Virginia Jackson	Education Specialist Adult Education Fort Defiance, Arizona

SITES

The NABE program is operating in 15 communities with a total enrollment of 350. The 15 site locations have been divided into five general areas. Each project area is under one instructor and his assistant. In some places voluntary services of Navajo Community College students are available. The locations and enrollment are as follows:

LOCATIONS	AVERAGE CLASS ATTENDANCE	AVERAGE WEEKLY ATTENDANCE	TOTAL ENROLLMENT
Cottonwood	27	41	44
Pinon	9	11	11
Low Mountain	12	15	18

Nazlini	43	50	57
Chinle	41	50	53
Del Muerto	4	7	7
Valley Store	6	8	8
Many Farms	12	15	16
Rough Rock	30	37	41
Lukachukai	17	20	22
Round Rock	7	9	11
Rock Point	39	42	46
Upper Greasewood	6	8	8
Tsaile	7	9	9
Wheatfields	11	12	13
TOTAL.....	281	335	364

ENROLLMENT

In the course of the program operation, the enrollment varied from 303 to 364. The major reason for the fluctuation in enrollment may be the change of instructional staff during the summer of 1970 due to low salary and the funding problems. The increase in enrollment and average attendance may also be attributed to:

1. Participant's desire to improve himself and to communication in the English language. These participants recognize the value of education and encourage others to attend.
2. Instructors' enthusiasm and dedication by making instruction practical to the participants and showing them that education can be useful.

3. The assistance which the instructors are giving to the people to develop their community and making arrangements for the community to see what development resources are available.
4. Organizations, such as the Home Improvement Training Program (HITP), taking interest in NABE for their participants. A curriculum is designed to give these participants more information relating to carpentry and construction.
5. Public Service organizations coordinating their program with NABE program has resulted in a broad education scope. This includes a course in Child Development, Alcoholism and Nutrition.
6. Work Experience Program has recently included in its program Navajo Adult Basic Education for their participants. This is the only group that has incentive grant for attending classes.
7. The increased sensitivity of the program to the wishes of the participants by initiating arts & crafts, such as weaving, leathercraft, basketry, and sash belt weaving. The project's craft program is designed not to absorb time from the present instructional program. However, the classroom instructional program is integrated with the teaching of arts & crafts so that information relating to the history and the use of arts & crafts materials becomes an instructional unit.

For example, marketing wool requires a fundamental know-

ledge of the operation of arithmetic, the relationship of ounces to pound and to ton, and the relationship of cents and dollars. The preparation of wool for a rug requires a knowledge of color for dye, measurements for the size of the rug and finally marketing education which assist the rug weaver to realize a greater monetary returns.

Nazlini ABE students on field trip.

NATURE OF INSTRUCTION

The Navajo Adult Basic Education instruction is designed to provide freedom from time restrictions, and paced to suit the needs of the participants. If the participants feel they need time to understand certain concepts in arithmetic or other subject areas, the instructor responds to the participants' time orientation. The program offers a variety of other subjects as a supplement to the basic subjects (English, reading, writing and arithmetic). The elective elementary subjects may include health, consumer education, agriculture, stockraising, science, and discussion of community problems and local, state, national and international news. Again, the deceision regarding the units and time devoted to them depends

upon the expressed wishes of the adult learners. Instruction is individualize, but the general time is the same for the whole class. The program also utilizes able participants as tutors.

Most of the elective and basic instruction centers around what is realistic and relevant to the Navajo unique situations. For example, the most rudimentary arithmetic instruction for a Navajo shopper is to recognize label on various objects, compare prices, and be able to develop number concept to count changes at a trading post or shopping center. The community, social, economical and educational problems are also real to the participant and it has been a major vehicle for promoting the realization of participant's potential as a contributing individual in the community.

The program's individual progress report has been designed to evaluate individual participant's behavioral changes. This is done through anecdotal records and observation of collected sample of the participant's work and behavior in the group. A group test has been avoided because it was felt that when competition is sensed among the group, the individual may begin to experience anxiety eventually leading to dropout. The individual progress report used by the program is on page

Valley Store ABE students and Teddy Draper (4th from right).

SCHEDULE

Five instructors with assistants are employed to work directly with the participants. Approximately 18 hours a week of classroom instruction is given at most of the centers and an additional eight hours a week for in-service training. The remaining time is devoted to home visitations, preparation of lessons and travel between classes. The mileage charts and class schedule are on the following pages. The instructors are holding classes in hogans, houses, chapel, chapter houses and BIA schools. Twelve classrooms lack electricity, running water, and heating units.

NAVAJO ADULT BASIC EDUCATION

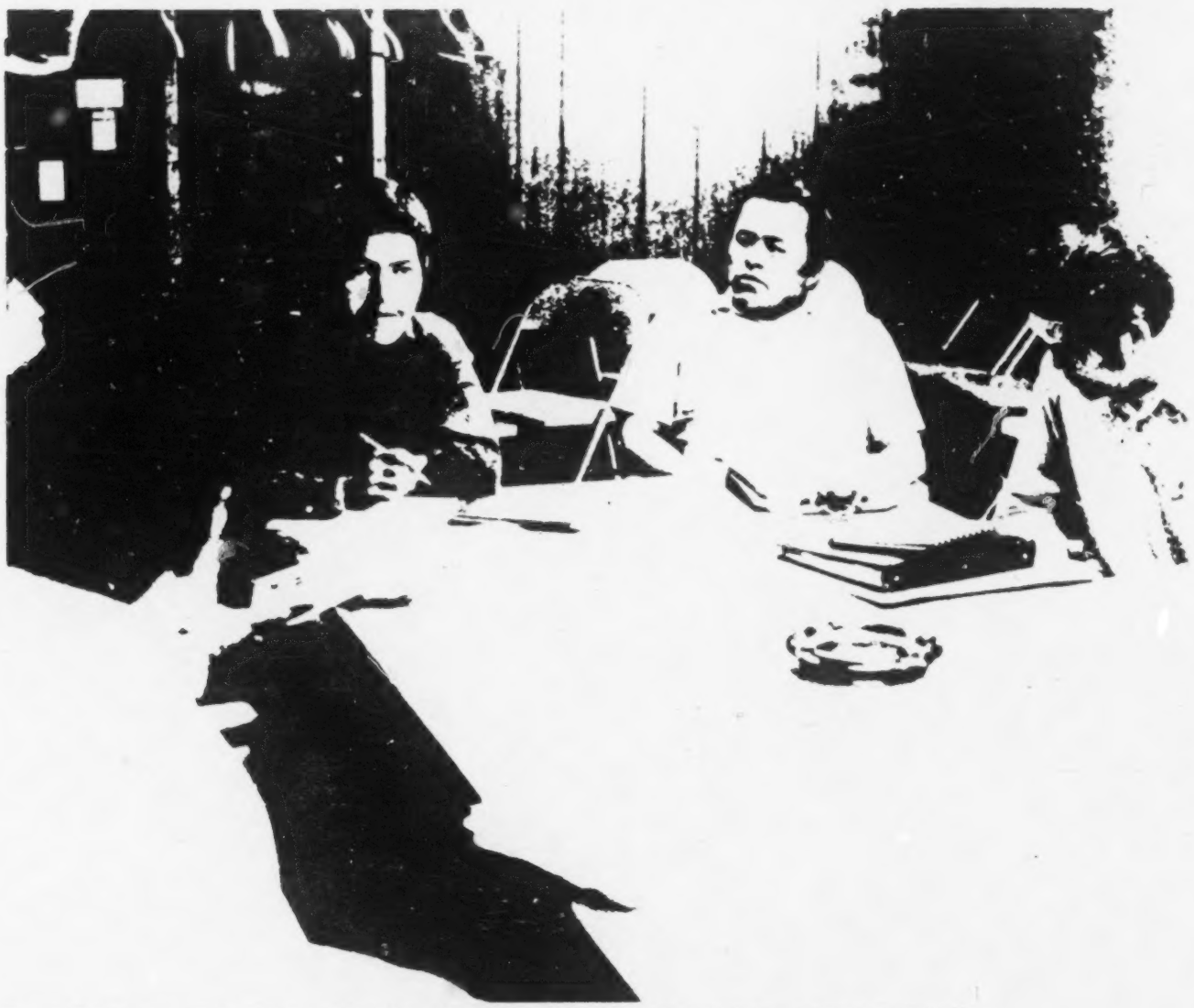
SCHEDULE

	Jimmy Begaye (Nav. Language)	Teddy Draper Wilson Gorman	James Ashike Nelson Charley	Bobby Denny Howard Leonard	Danny Johns Nathan Silversmith	Ervin Wayne Wilson Tsosie
Monday	Nazlini 9-10 am Cottonwood 1-4 pm	Nazlini 9-12 noon	Cottonwood 9-12 noon	Rock Point 8-5 pm	Wheatfields 9-1 pm	Rough Rock 8-5 pm
Tuesday		Chinle 9-12 noon Del Muerto 6-9 pm	Pinon 1-4 pm Low Mountain 9-12 noon	Lukachukai 9-12 noon Round Rock 1-4 pm	Tsaile 9-1 pm	Rough Rock 9-4 pm
Wednesday	Nazlini 9-12 noon	Nazlini 9-12 noon	Cottonwood 9-12 noon	Rock Point 8-5 pm	Wheatfields 9-1 pm	Many Farms 9-4 pm
Thursday	Rock Point 1-4 pm	Chinle 9-12 noon Del Muerto 6-9 pm	Pinon 1-4 pm Low Mountain 9-12 noon	Lukachukai 9-12 noon Round Rock 9-4 pm	Tsaile 9-1 pm	Valley Store 9-12 noon Many Farms 1-4 pm
Friday	IN-SERVICE TRAINING - NAVAJO ADULT BASIC EDUCATION OFFICE					

NAVAJO ADULT BASIC EDUCATION
MILEAGE CHART

	Many Farms	Chinle	Nazlini	Cottonwood	Pinon	Low Mountain	Rough Rock	Valley Store	Round Rock	Rock Point	Lukachukai	Wheatfields	Tsaile	Greasewood	Del Muerto
Many Farms	0	17	37	37	60	60	17	7	17	34	32	52	46	43	27
Chinle	17	0	20	20	37	37	34	10	34	51	49	69	63	69	10
Nazlini	37	20	0	*	*	*	54	30	54	71	69	89	83	89	30
Cottonwood	37	20	*	0	24	23	54	30	54	71	69	89	82	89	30
Pinon	60	43	*	24	0		77	47	77	84	92	112	106	112	53
Low Mountain	60	43	*	24		0	77	53	77	84	92	112	106	112	53
Rough Rock	17	34	54	54	77	77	0	24	34	51	49	69	63	69	44
Valley Store	7	10	30	30	47	47	24	0	24	41	39	59	53	59	20
Round Rock	17	34	54	54	77	77	34	24	0	17	12	32	28	32	44
Rock Point	34	51	71	71	94	94	51	41	17	0	29	49	45	49	61
Lukachukai	32	49	69	69	92	92	49	39	12	29	0	20	14	11	59
Wheatfield	52	69	89	89	112	112	69	59	32	49	20	0	6	9	79
Tsaile	46	63	85	85	106	106	63	52	28	45	15	6	0	3	75
Greasewood	43	69	89	89	112	112	69	59	32	49	11	9	3	0	79
Del Muerto	27	10	30	30	47	54	44	20	44	61	59	79	75	79	0

* The longest route to Nazlini is via Chinle amounting to 40 miles. The short route is on unpaved roads and should be avoided.



NAVAJO ADULT BASIC EDUCATION IN-SERVICE TRAINING

In-service and other forms of training were considered crucial to the program. Therefore, a procedure was developed to provide guidelines for the in-service program. The program was built around four periods.

1. Pre-service training during the fall of 1969.
2. In-service session for one week during early January 1970.
3. In-service session for one week during late summer of 1970.
4. Bi-weekly in-service training session held throughout most of the year. (As of September 1969, in-service was held each Friday to build strong contact with field staff).

The in-service training proved generally effective.

Stress was placed upon adult teaching methods, agency and organizations providing social services directed toward program participants, and practical demonstrations of teaching oral English and reading. The sessions were conducted in the segments. One segment devoted to an expert from an agency, school or college. The second segment was used to determine value of the presentations. The third segment was spent discussing specific operational problems, issues, and opportunities to which the staff needed to respond. When no special speakers or resource person was available, the total time was spend discussing teaching techniques and issues relevant to each of the instructors.

The most useful approaches in terms of benefit to the instructional staff were the periods spent upon specific classroom teaching methods. The instructors were deeply concerned about the participants and ways for instructions to be presented. The instructors' involvement in the discussion aided greatly to the success of the sessions. Non-Navajo resource people proved to be the lease successful. It was felt by the instructors that they were uninformed about the conditions faced by the non-literate Navajo and spent too much time upon theory, even though the instructional staff were involved in selection of the resource people.

In conclusion, it is recognized that much improvement could be made but it is maintained that the in-service sessions were of extreme value. The success of the program is due in large measure to the continuous in-service program.

INTER-AGENCY COOPERATION

Inter-agency cooperation has been achieved in some isolated instances. Agencies that have cooperated through direct contact with NABE participants are:

1. Navajo Tribe, Public Services, rendered in area of Welfare, Scholarships for participants' children.
2. D.N.A. - Informing our participants about the kinds of service they provide and giving general legal advice.
3. Project HOPE, Ganado. Lecture provided to participants regarding child care and development.
4. Public Health Service - eye examination given to program

participants, plus visual aid materials including films.

5. Tribal Health Service - Discussions regarding sanitation.

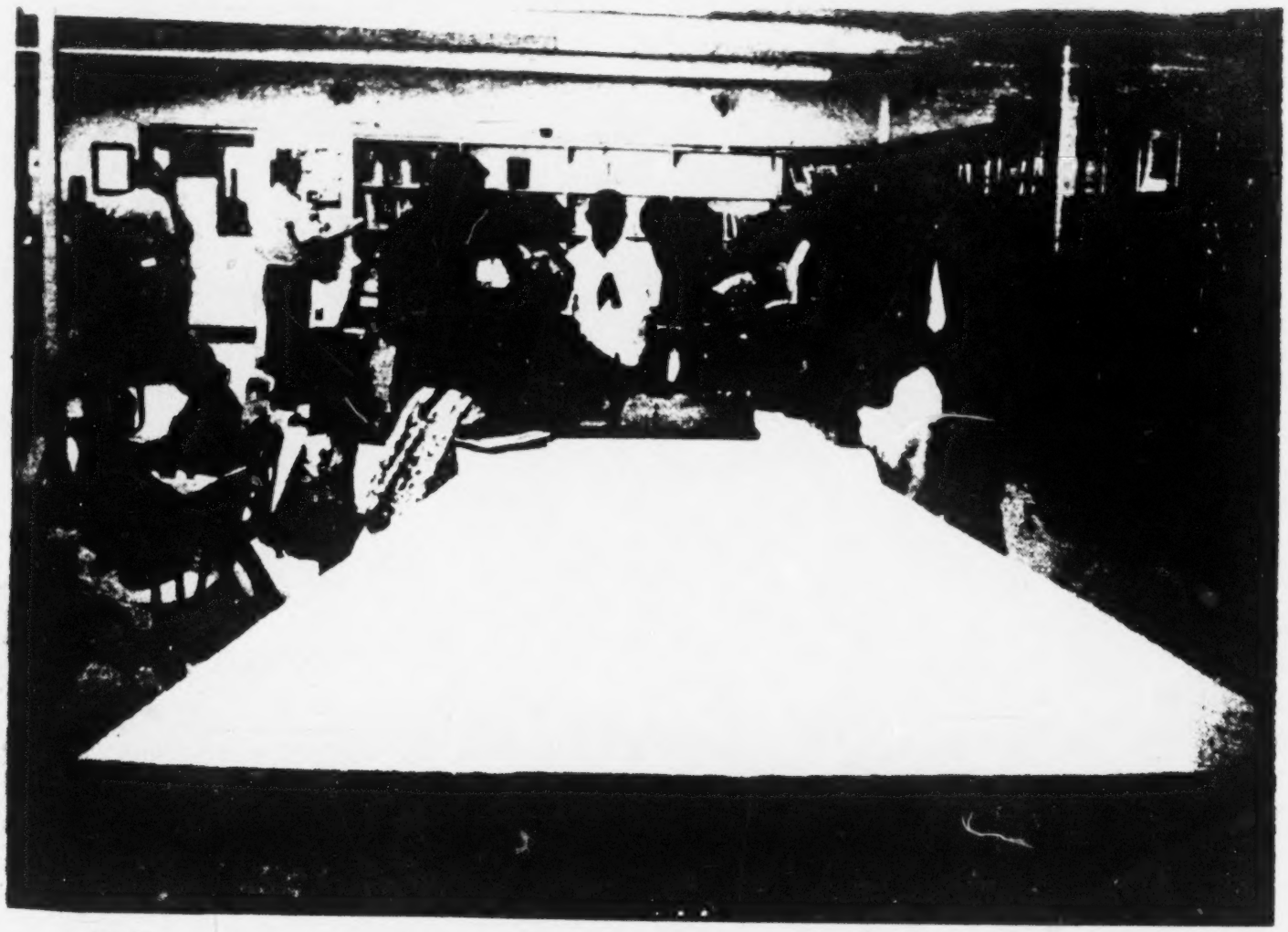
Other instances of cooperation are not as positive. Main efforts provided to NABE have been directed toward the in-service training. Considerable help has been realized through presentation relating to services and general lectures. The instructors were then able to carry the information to the participants.

It is the belief of the NABE staff that more benefits could have been realized if cooperation had occurred at least in two levels.

First, occasional meetings (once every two months) between agency administrative personnel and administrators of NABE. In such meetings discussions could be directed toward general programs of all agencies and cooperative supporting service be made available by member agencies. This, the agenda, would provide for determination of specific tasks each agency could provide for the other agencies. The theory would be that mutual direct service could advance the efforts of each of the various agencies.

The next opportunity would concern the instructional staff of NABE plus the field agents of each of the agencies. An exchange should occur relevant to teaching procedures, staff problems, information relating to participants and new ideas or concepts that might be introduced in the future The staff may wish to meet once each month for such exchanges of ideas and information.

The two ideas may achieve the desired result of providing mutual guidance and in some cases direct assistance.



ABE students touring Rough Rock Demonstration School library.

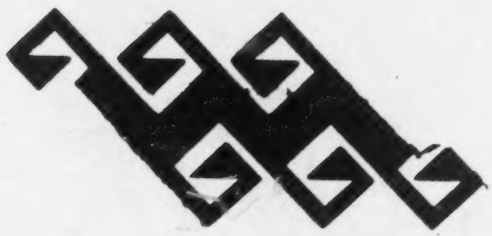
SUMMARY

Contacts were made with agencies through NABE administrative and instructional staff. Results of contacts were:

1. Agency contributions to in-service training.
2. Joint program available to participants (social service fairs held at Cottonwood and Lukachukai).
3. Staff involvement in Public Health Service conference at Window Rock, Arizona.
4. Staff attendance at Arizona Adult Education conference in Phoenix.
5. Selected staff attend Rough Rock Demonstration School workshop on Navajo Culture and Language.

Mention should also be made regarding the support and assistance

provided by the Arizona State Department of Education, Adult Education Branch. Formal and informal meetings have been held with the State staff resulting in better understanding of technical problems facing the program. Further professional assistance has been provided by the Office of Education Washington, D.C.



CONTRIBUTIONS BY NAVAJO COMMUNITY COLLEGE TO NAVAJO ADULT BASIC EDUCATION

Navajo Community College's contributions to the project were made in a variety of areas.

1. Faculty participation in the in-service portion of the project.
2. The Learning Center of the College provided some audiovisual materials. The Center also provided the project with excellent service in the production of a film at no cost. (Budget and description is located in the report entitled, NABE Documentary Film).
3. The Comptroller rendered very valuable services, including such items as payroll, budget, and financial transaction.

4. College vehicles such as buses were loaned to the program occasionally. This was particularly helpful for field trips beyond the project site areas.
5. Library services were made available and used extensively by staff members.
6. Public information and publicity was provided by the College.
7. Navajo culture consultants were provided by Navajo Community College on a regular basis to the participants at the sites.
8. Navajo Studies Program contributed guidance and lectures to staff.
9. Nursing Program at the College gave advice and council regarding program direction relevant to health and also, gave diptheria injections to all the staff members.
10. Home Economics Department contributed workstudy students to teach sewing in Cottonwood, a direct contribution to the program and well accepted by the participants.
11. Agricultural Department provided services to instructional staff as consultants.

The foregoing list of services cover most of the direct services provided by the College. Other services could have been provided. These include review of the program's activity and evaluative suggestions. While these were not provided in the past, it is the program's intention to request them in the future.

Navajo Studies Program, a college program, has lend much assistance to the success of the program. They made available to the program collections of tape recording of Navajo mythology, crafts, and history which was well received by the participants. Plans are being made to establish communication between the Navajo Studies staff and the NABE program participants to promote pride in being a Navajo.

Navajo Community College received additional funds to develop and demonstrate the use of materials and techniques with non-literate Navajo adult.

The methodology was to consult with program participants, build materials associated with their environment, and utilize Navajo resource people (educators primarily) to determine ways to maximize the effectiveness of the materials.

PROJECT OBJECTIVES

1. To develop and demonstrate effective English literacy program strongly oriented to the Navajo way of life in remote isolated Navajo communities where such literacy programs have not been successfully maintained.
2. To develop and demonstrate curriculum materials of an oral English literacy nature designed for Navajo adults and oriented to Navajo culture and ways of life.
3. To develop materials related to the teaching of oral English which can be applicable to other ethnic groups.
4. To introduce Navajo related materials into the classroom setting and to determine necessary alternations and modifications.

The job of developing curriculum materials for NABE was given to a non-Indian. This individual may have had vast experience in curriculum development for non-Indian, but he lack knowledge concerning the culture

of the Navajo people which is vital to developing instructional materials for non-English speaking Navajo adult. Hence, the materials which the Curriculum Specialist attempted fell short of fulfilling the project objectives that of producing materials oriented to Navajo culture and ways of life. Thus, it was felt that if NABE is going to produce some materials oriented to the Navajo way of life it must be developed by a Navajo. The project hired a Navajo in August, 1970, to assist the Curriculum Specialist. In March, 1971 the Curriculum Specialist transferred out of NABE to another department within the College. The title of Curriculum Specialist was changed to Instructional Materials Developer. This position is now filled by a Navajo.

NAVAJO LITERACY

The Navajo Language program was initiated July 1970 in accordance with the original Proposal, Special Experimental Demonstration Project, Adult Basic Education, Section 309 of the Adult Education Act, 1966. One of the objective stated by the proposal was, "to determine if literacy in Navajo Language is related to literacy in English Language."

Four NABE communities were contacted and selected to participate in the project. The main purpose was to create language training program viable for the non-literate adult Navajo participants (Learn how to read and write their own Language - Navajo). It was also planned to ascertain whether or not success, skills, and knowledge obtained in learning to read and write Navajo will be beneficial in learning a second language - English.

Efforts to introduce the language program and explanation of the curricular activities began with series of meetings with interested groups. Community School Boards and Community Tribal Leaders were contacted and they also expressed their interest and approval of such a language training program. In November 1970 a meeting was held with Navajo Culture Advisory Board and Professional Advisory Board for purposes of discussing and assessing the program activities in light of the program objectives. Both Advisory Boards gave their full support for the continuation of the Navajo Language program and the benefit to the Navajo adult.

NABE centers participating in the language program by weekly attendance are as follows:

NAME OF COMMUNITY	AVERAGE WEEKLY ATTENDANCE
1. Nazlini	11
2. Cottonwood	18
3. Rough Rock	5
4. Rock Point	5

The classes were flexibly scheduled by the participants to meet their needs. Classroom teaching was divided into period of 1 to 3 hours once a week blending with the regular classes. Determination of number of hours in each session was decided by the participants.

At the time of the language program was initiated, there were no Navajo literacy instructional materials available. Thus, it was necessary to develop language materials for the participants. The language material being developed is a revision and modification of a couple of booklets on reading and writing the Navajo language. These booklets are as follows:

1. Haa' í' shá Nihizaad bi' dahwiidiil' áá' Ak'e'elchí hiji' (Let's Learn Our Language in Writing). A booklet for Teacher's Manuel, and an introduction to Navajo Writing.
2. Haa' í' shá Nihizaad Bi' dahwiidiil' áá' Wóltą' ji' (Let's Learn Our Language in Reading).

Many Navajo people feel their language is difficult to read and write. They believe that through their own efforts, language curriculum materials can be develop. They further believe that learning their language will increase their self-esteem and dignity to the benefit of the Navajo Nation.

NAVAJO ADULT BASIC EDUCATION ACCOMPLISHMENTS

1. Up to July 1970, BIA has been planning what they thought was good for the Navajo people and has forced plans upon them. NABE saw the need for the Navajo to take an active part in planning for the future. NABE has made arrangements with representatives from various agencies to come to the project sites and discuss their roles in meeting the problems on the reservation. This act has instilled in the participants a sense of civic responsibilities, cooperation, and planning as a way to positive community development.
2. In some site areas communication was often blocked among the participants due to the lack of knowledge regarding the differences of philosophy of various religious denominations. Church leaders from different denominations were invited to the site to discuss their belief. This was followed by questions and discussions. This approach dissolved the differences in feeling among the participants and resulted in a respect for one another view on life and belief. This was the foundation upon which communication and understanding were established among the participants.
3. The Navajo people have been asking for improvement of roads, and services and benefits from county and state. They have not realize any services to which they are entitle. In order for the Navajo to be heard, they must have a voting power. Thus, unit on civic responsibilities has been developed and taught regarding voter registration. This was done to motivate the participants to see the importance of participating in the county, state and national elections. The present eligible voter popula-

tion in Apache county alone can put Navajos in county offices and even in state offices. There are enough Navajos to make the county and state government listen to them but they have not realize their voting power. The program familiarized the Navajos with voting procedures through the use of sample ballots and citizen responsibilities. The instructions is on non-partisan basis. The program is designed to enable the Navajo to become aware of their rights in electing their representatives. The program also assisted the adult Navajos to overcome the barrier of the Arizona literacy law for voter registration. The Arizona literacy law for voter registration still exist for a large percentage of the Navajo adult who cannot read or write. The law requires that the voter must write his name. In New Mexico a voter does not have to write his name.

4. There are various service agencies supposely available to the Navajo people but the majority of the program participants are not aware of these agencies. In order to enlighten the participants about these service agencies, NABE gave two "Social Service Fairs". The following social service organizations participated in the event.

Bureau of Indian Affairs
State Department of Public Welfare
Navajo Tribal Welfare
Public Health Service
Office of Navajo Economic Opportunity
University of Arizona, Home Extension Service
Federal Social Security
Arizona State Employment Service

5. A well planned educational field trips were made to Navajo Community College. The participants on these trips visited the Library, Science Department, Navajo Studies, Pre-college Program Learning Center, Secretarial Program, Agriculture, Arts & Crafts and Auto Shop. They gained experience of actual classroom setting and expressed interest in the various program, especially the science department because of the U.S. Space Program. The participants were appreciative for the excellent response which the college personnel offered.

6. Some participants were skeptical of the NABE program in its early stage and it was necessary to establish trust with the Navajo adults. Home visitations were initiated to acquaint the potential participants with the intent of the program. In these home visitations nothing was promised which the program was not capable of delivering. Communication was established when the elders saw how they would benefit from the program.

7. A 20 minutes documentary film on NABE program was produced to:

   (a) create interest in NABE among branches of Tribal government and other agencies on the Navajo reservation.

   (b) provide information about the activities in which the participants are engaged and the conditions which influence the operation of NABE.

   The production of the film cost the program $250.00. This did not include the service and equipment rendered by the Learning Center of Navajo Community College.

8. Public Health Service has worked closely with the NABE program on Health Education; including hygiene, sanitation, immunization and nutrition. During the first year of NABE operation, poor eye-sight was noted among many participants and efforts were made to provide glasses for them. A registered nurse made an initial vision screening in three program areas. As a result, approximately 27 students obtained glasses, the financial arrangement was made by the instructor. Nurses were invited by NABE participants to give immunizations.

Navajo Specialists from Child Development program, Alcoholism and Food Demonstration program (all of ONEO) also contributed services to NABE classes.

RECOMMENDATIONS & FINDINGS

I. In-service Training

1. The general format be continued. The use of community resource people can be beneficial. However, less weight should be placed upon areas not directly associated with teaching or education.

2. Establish close association with Navajo Community College instructional staff. Encourage each NABE instructor to enroll in courses oriented toward Navajo culture and history, teaching techniques or methods, and the basic subject, English, Social Studies and Basic Mathematics.

3. Place more emphasis upon the instructors to present detailed description of their classroom operation, including the instructional program.

4. Create participant's reaction board, a group composed of persons from each site for the purpose of exploring ways the program may be more responsive to the needs of the participants.

5. Stress detailed lesson planning, unit planning. It was noted that advance planning by instructional staff was weak.

II. PERSONNEL

1. It was found that a bi-lingual instructor works well in a bi-cultural setting provided he speaks both languages and understands both value systems. An instructor with these skills can meet the participants at their own educational level and can suggest ways

of meeting the express need and interest of the participants.

2. It has been observed that instructors that are knowledgeable about Navajo culture are more successful in the field. This finding applies to the Navajo people because many of the participants are traditionalists. Thus, any NABE instructor must understand and respect the traditionalists culture and ceremonies are accepted sooner than one who may be uninformed.

3. It was found that transportation is the major problem in the operation of the program. When hiring instructors, it was essential that they had a means of traveling to and from the sites. Some persons with strong experience were not hired, because they lacked transportation and others refuse to travel to where the classes were located. It is obvious that the program must find some solution to the problem.

4. It was found that instructors and assistants attending summer workshop and session related to education and adult education are essential to keep up-to-date with new theories and practices, including technological development.

5. It was discovered that when an incoming instructor was allowed to sit in and observe a class he had less difficulty initiating and maintaining a class of his own. The instructor observed the session for methods of instruction and the attitude and educational level of the participants.

6. It was discovered that membership into Indian organizations related to adult education is beneficial to keep up with the trends in Indian and adult education.

OPERATION & INSTRUCTIONAL MATERIALS DEVELOPMENT

1. Observations of participants at the centers and their involvement in program activities proved valuable in defining strengths.
2. Professional assistance was received from Navajo Community College regarding use of college owned audiovisual materials by field staff and in areas of curriculum materials.
3. It is essential that more stability be achieved in terms of staff tenure. Instructional staff should remain with the program at least years if materials are to be fully tested or evaluated. The change of staff has resulted in confusion, re-training, and disruption of centers. Participants lose interest and leave the program. The loss is then felt throughout the program.
4. An intensive evaluation of the program should have been undertaken early in the program. Continual evaluation should have occurred with periodic reports distributed to the staff.
5. The project found that a proposal written by one who is not familiar with the Navajo culture is difficult to implement the program objectives.
6. The program recommends that the intended beneficiary be consulted prior to the preparation of proposal.
7. The project found that an experimental demonstration project should have few project sites with a team of trained staff that will begin and complete the project.

8. The project found that curriculum materials oriented to the Navajo life style cannot be prepared, tested and ready for dissemination within a limited time. It is, therefore, recommended that any project for minority groups with strong culture identity be allowed sometime to overcome cultural barrier, implementation and evaluation.

9. NABE should serve the college target population, Navajo reservation. This can be achieved through the support of various agencies such as:

Bureau of Indian Affairs
Navajo Tribe
Public Health Service
Office of Navajo Economic Opportunity
Navajo Community College

NABE can locate headquarters in the five agencies with a central office at NCC. Each headquarter having 1 or 2 instructors that will function in a supervisor capacity. Navajo Community College will serve as a resource agency to NABE.

PROGRESS REPORT

Name: _____

Location: All Locations: Cottonwood, Pinon, Low Mountain
Wheatfields, Tsaile, Upper Greasewood
Rock Point, Lukachukai, Round Rock
Rough Rock, Many Farms, Valley Store
Chinle, Nazlini, Del Muerto

ORAL ENGLISH	1/1/71		3/31/71	
	is able	is not able	is able	is not able
1. Can say words clearly	120	244	210	154
2. Can greet: Hi, Hello, good morning, good afternoon, good evening and good-bye.	145	219	236	128
3. Can tell time: the hours from one to twelve morning, noon, afternoon, evening, night, midnight days of the week months of the year	89	275	239	125
4. Can speak the first 100 words of the attach word list.	100	264	102	262
5. Can speak the second 100 words of the attached word list.	94	270	146	218
6. Can speak the third 100 words of the attach word list.	66	298	90	274
7. Can speak the fourth 100 words of the attach word list.	102	262	117	247

1.	me	51.	today	101.	ball	151.	spring
2.	do	52.	look	102.	law	152.	river
3.	and	53.	did	103.	ask	153.	plant
4.	go	54.	like	104.	just	154.	cut
5.	at	55.	six	105.	way	155.	sons
6.	on	56.	book	106.	get	156.	winter
7.	a	57.	by	107.	home	157.	stone
8.	it	58.	have	108.	much	158.	free
9.	is	59.	are	109.	call	159.	lake
10.	she	60.	had	110.	long	160.	page
11.	see	61.	over	111.	love	161.	nice
12.	seen	62.	must	112.	then	162.	end
13.	run	63.	make	113.	house	163.	fall
14.	the	64.	school	114.	year	164.	feet
15.	in	65.	street	115.	to	165.	went
16.	so	66.	bay	116.	I	166.	back
17.	no	67.	come	117.	as	167.	away
18.	now	68.	hand	118.	send	168.	paper
19.	man	69.	ring	119.	one	169.	put
20.	ten	70.	live	120.	has	170.	each
21.	bed	71.	kill	121.	some	171.	soon
22.	top	72.	late	122.	if	172.	came
23.	he	73.	let	123.	how	173.	Sunday
24.	you	74.	big	124.	her	174.	show
25.	will	75.	mother	125.	them	175.	Monday
26.	we	76.	three	126.	other	176.	yet
27.	an	77.	throw	127.	baby	177.	find
28.	my	78.	land	128.	well	178.	give
29.	up	79.	cold	129.	about	179.	new
30.	last	80.	hot	130.	men	180.	letter
31.	not	81.	hat	131.	for	181.	take
32.	us	82.	child	132.	ran	182.	Mr.
33.	am	83.	ice	133.	was	183.	after
34.	good	84.	play	134.	that	184.	what
35.	little	85.	sea	135.	his	185.	thing
36.	age	86.	day	136.	let	186.	than
37.	old	87.	eat	137.	lay	187.	its
38.	bad	88.	sit	138.	nine	188.	very
39.	red	89.	lot	139.	face	189.	or
40.	of	90.	box	140.	miss	190.	thank
41.	be	91.	belong	141.	ride	191.	dear
42.	but	92.	door	142.	three	192.	west
43.	this	93.	yes	143.	sick	193.	sold
44.	all	94.	low	144.	got	194.	told
45.	your	95.	soft	145.	north	195.	best
46.	out	96.	stand	146.	white	196.	form
47.	time	97.	yard	147.	spent	197.	far
48.	may	98.	bring	148.	foot	198.	gave
49.	into	99.	tell	149.	blow	199.	alike
50.	him	100.	five	150.	block	200.	add

201.	seven	251.	place	301.	only	351.	these
202.	forget	252.	report	302.	where	352.	clue
203.	happy	253.	never	303.	week	353.	seen
204.	noon	254.	found	304.	first	354.	felt
205.	think	255.	water	305.	sent	355.	full
206.	sister	256.	kind	306.	mile	356.	fall
207.	cast	257.	life	307.	seem	357.	set
208.	card	258.	here	308.	even	358.	stamp
209.	south	259.	car	309.	easy	359.	light
210.	deep	260.	word	310.	afternoon	360.	cent
211.	inside	261.	every	311.	Friday	361.	coming
212.	blue	262.	under	312.	hour	362.	night
213.	post	263.	most	313.	wife	363.	pass
214.	town	264.	made	314.	state	364.	shut
215.	stay	265.	said	315.	July	365.	without
216.	grand	266.	work	316.	head	366.	catch
217.	outside	267.	our	317.	story	367.	black
218.	dark	268.	more	318.	open	368.	warm
219.	band	269.	when	319.	short	369.	unless
220.	game	270.	from	320.	lady	370.	clothing
221.	boat	271.	wind	321.	reach	371.	began
222.	rest	272.	print	322.	air	372.	able
223.	east	273.	air	323.	better	373.	gone
224.	son	274.	fill	324.	round	374.	suit
225.	help	275.	along	325.	cost	375.	track
226.	hard	276.	lost	326.	price	376.	watch
227.	race	277.	name	327.	become	377.	dash
228.	cover	278.	room	328.	class	378.	fell
229.	fire	279.	hope	329.	horse	379.	fight
230.	age	280.	same	330.	care	380.	buy
231.	gold	281.	glad	331.	try	381.	stop
232.	read	282.	with	332.	move	382.	walk
233.	fine	283.	mine	333.	delay	383.	grant
234.	cannot	284.	because	334.	pound	384.	soap
235.	may	285.	brother	335.	behind	385.	news
236.	line	286.	rain	336.	around	386.	small
237.	left	287.	keep	337.	burn	387.	was
238.	ship	288.	start	338.	camp	388.	summer
239.	train	289.	mail	339.	bear	389.	above
240.	saw	290.	eye	340.	clear	390.	express
241.	pay	291.	glass	341.	clean	391.	turn
242.	large	292.	party	342.	spell	392.	lesson
243.	near	293.	upon	343.	poor	393.	half
244.	down	294.	two	344.	finish	394.	father
245.	why	295.	they	345.	hurt	395.	anything
246.	bill	296.	would	346.	maybe	396.	table
247.	want	297.	any	347.	across	397.	high
248.	girl	298.	could	348.	tonight	398.	talk
249.	part	299.	should	349.	tenth	399.	June
250.	still	300.	city	340.	side	400.	right

READING SKILL

	1/1/71		3/31/71	
	is able	is not able	is able	is not able
1. Can recognize and use sight words	138	226	123	241
2. Knows the alphabet including letter names and sounds	129	235	273	91
3. Can read highway signs.	133	231	216	148
4. Can read signs on billboards.	141	223	101	263
5. Can recognize days of the week.	124	240	244	120
6. Can recognize months of the year.	155	209	213	151
7. Can read signs and prices in a store.	130	234	172	192
8. Can identify specific words in sentences.	115	249	130	234
9. Can make compound words by combining two small words.	99	265	132	232
10. Can make new words by adding s, ing, ed, and er to known words.	102	262	133	231
11. Can listen for and give sound of initial consonants.	100	264	121	243
12. Can recognize syllables in a word.	149	215	125	239
13. Knows the long and short vowel sounds.	103	261	112	252
14. Can read short stories.	97	267	136	225

WRITING

	1/1/71		3/31/71	
	is able	is not able	is able	is not able
1. Can write his name.	238	126	276	88
2. Can write his address.	142	222	227	137
3. Can write days of the week.	148	216	221	143
4. Can write the months of the year.	94	270	123	241
5. Can write his census number.	217	147	254	110
6. Can write his social security number.	117	247	253	111
7. Can complete simple application forms.	108	256	212	152
8. Can write manuscript.	137	227	255	109
9. Can write cursive (approximately 3rd grade level).	113	251	228	136
10. Can write words.	88	276	215	149
11. Can write sentences.	63	301	127	237
12. Can write letters.	102	262	133	231
13. Can write his address.	95	269	228	136
14. Can write names of the seasons.	88	276	104	260
15. Can write the alphabets.	134	230	271	93

NUMBER AND NUMERATION

	1/1/71		3/31/71	
	is able	is not able	is able	is not able
1. Can count from 1-10.	141	223	265	99
2. Can match items with the numeral from 1-10.	155	209	254	110
3. Can compare sets up to 10.	135	229	275	89
4. Can write from 0-9.	157	207	282	82
5. Can count from 0-100.	141	223	276	88
6. Can count by 10's, 5's, 3's, and 4's.	83	281	141	223
7. Can count from 100-1000.	92	272	181	183
8. Can round numbers to nearest ten, hundred and thousand.	73	291	123	241

NUMBER OPERATIONS

	1/1/71		3/31/71	
	is able	is not able	is able	is not able
1. Can add addition facts to sum of 10 and sum of 18.	128	236	256	118
2. Can do addition with two, three and four digit figures.	93	271	191	173
3. Can do column additions to six one digit addends and four, three and two digit problems.	103	261	253	111
4. Can do simple story problems such as: If a bag of pinon cost 40¢ a pound. How much will 4 bags of pinon cost?	63	301	123	241
5. Can do subtraction facts to sum of 10 and sum of 18.	171	172	260	104
6. Can do subtraction with two, three and four digit figures.	122	242	221	143
7. Can do column additions to six one digit addends and four, three, and two digit addends.	80	284	90	274
8. Can do simple story problems of this nature. Mr. Jones had 45 lambs and he sold 16, how many lambs does he still have?	102	262	111	253
9. Can multiply the multiplication facts through sets of five and nine.	93	271	130	234
10. Can multiply two, three and four digit numerals by one digit multiplier.	93	271	131	233
11. Can multiply two, three and four digit numerals by two, three and four digit multiplier.	96	268	105	259
12. Can do division with two, three and four digit dividend by one digit divisor.	100	264	84	280
13. Can do division with two, three and four digit dividend by two, three and four digit divisor with remainder.	94	270	129	235

COUNTING MONEY

	1/1/71		3/31/71	
	is able	is not able	is able	is not able
1. Can recognize 1¢, 5¢,10¢,25¢,50¢ in the money system.	107	257	274	90
2. Can equate the amount of money (as a dime to two nickels, half dollar equivalent to two quarters).	189	175	266	98
3. Can relate each dollars to cents.	114	250	279	85
4. Can count money to 50¢, $1, $5, and $10.	160	204	245	119
5. Can make change for various amount to $20.	126	238	256	108
6. Can write cents (such as 25¢).	103	261	219	145
7. Can read and write dollar and cents (such as $1.55).	92	272	234	130
8. Can read and write cents with the dollar sign and decimal point (such as $ .58).	86	278	172	192
9. Can add and subtract up to 20 dollars, using dollar signs and decimal point.	101	263	112	252
10. Can multiply and divide 20 dollars, using dollar signs and decimal point.	97	267	120	244

COMMON FRACTION

	1/1/71		3/31/71	
	is able	is not able	is able	is not able
1. Can divide a whole in halves, thirds, fourths, sixths and eights.	85	279	141	223
2. Can find fractional parts of a group.	100	264	126	238
3. Can compare simple fractions and understands equivalent fractions.	73	291	117	247
4. Can understand 2/2, 3/3, 4/4 as names for 1	96	268	121	243
MEASUREMENTS				
1. Can use a ruler for measuring inches, feet and yard.	77	287	291	73
2. Can tell clock time and knows the time relationships - hour, day, weeks, months and year.	89	275	234	130
3. Can use pint, quart and gallon.	116	258	204	160
GRAPH AND SCALE DRAWINGS				
1. Can read and make simple bar graphs.	93	271	113	251
2. Can do simple scale drawing (as, an inch standing for a foot).	73	291	92	272

ATTITUDE

	1/1/71		3/31/71	
	needs to improve	Yes	needs to improve	Yes
1. Recognize the value of education.	125	239	100	264
2. Would be willing to continue education.	142	222	95	269
3. Have increased self confidence.	266	98	123	245
4. Increased respect in term of being Navajo.	143	221	93	271
5. Are encouraging their children to take advantage of formal education.	136	228	96	268
6. Recognize the value of political system on and off the reservation.	209	155	126	238
7. Are beginning to recognize the value of cooperative action.	232	132	120	244
8. Enthusiastic about subject matter.	132	231	118	246
9. Willing to assist other participants with subject matter.	277	87	84	280
10. Respect values of others.	95	269	110	254
11. Have a growing conviction of his ability to continue to improve himself educationally.	163	201	94	270
12. Recognize the value of adjusting to other culture for development.	210	154	121	243
13. Have registered to vote.	235	129	156	208

SOCIAL CHANGES

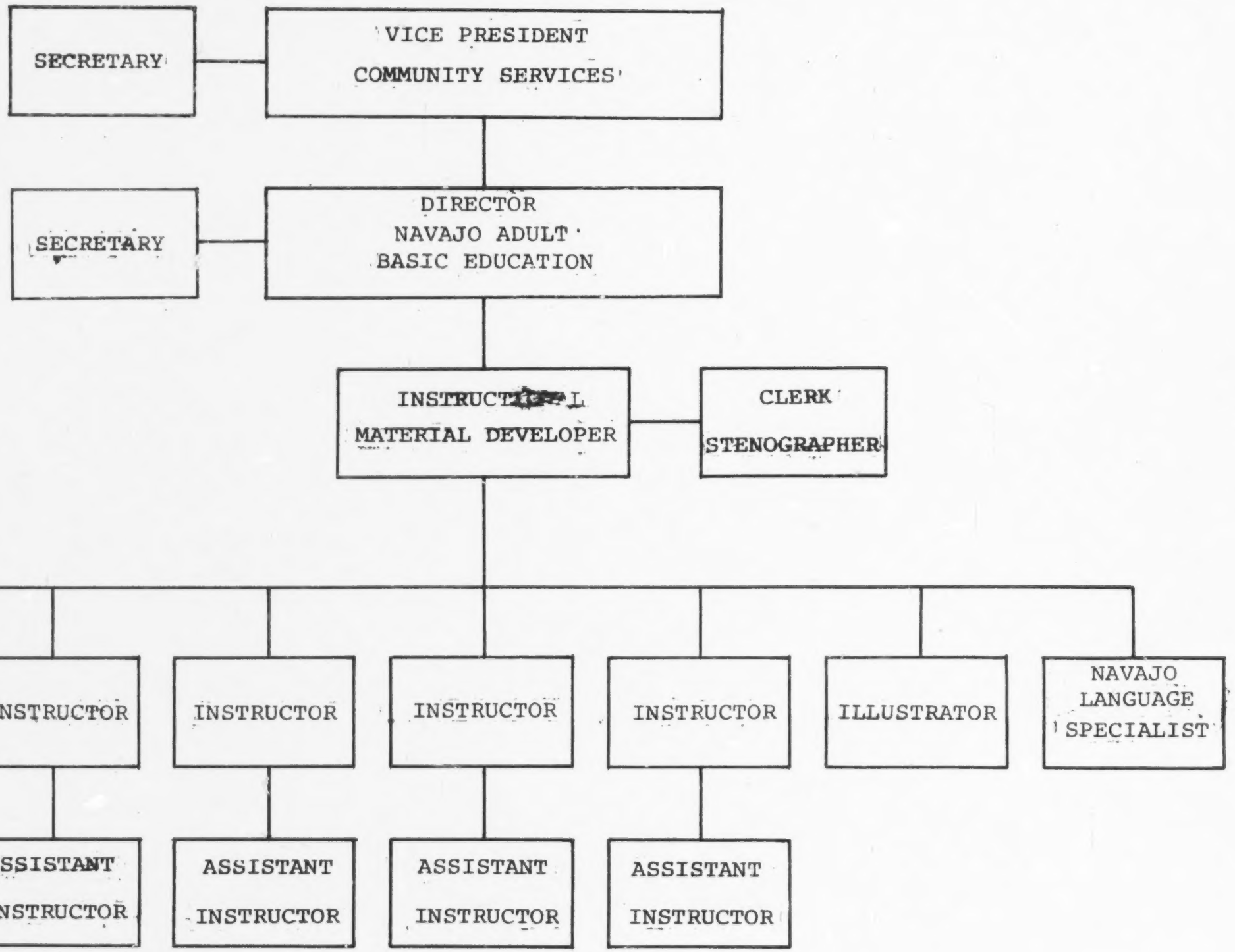
	1/1/71		3/31/71	
	needs to improve	Yes	needs to improve	Yes
1. Recognizes the values of his community and has determine ways to improve it.	259	105	96	268
2. Willing to communicate with each other and to take joint action to solve community problems.	257	117	136	228
3. Understand variety of federal, state and tribal program operations on the Reservation.	281	83	135	229
4. Some understanding of national and inter-national issues that are affecting their lives.	270	94	130	234
5. Able to define the kind of changes they are likely to encounter regarding their political, economic, social and educational environment.	274	90	115	249
6. Recognize the value of planning as it influences their personal and family life.	263	101	125	239

NAVAJO ADULT BASIC EDUCATION STAFF - 1970-71.

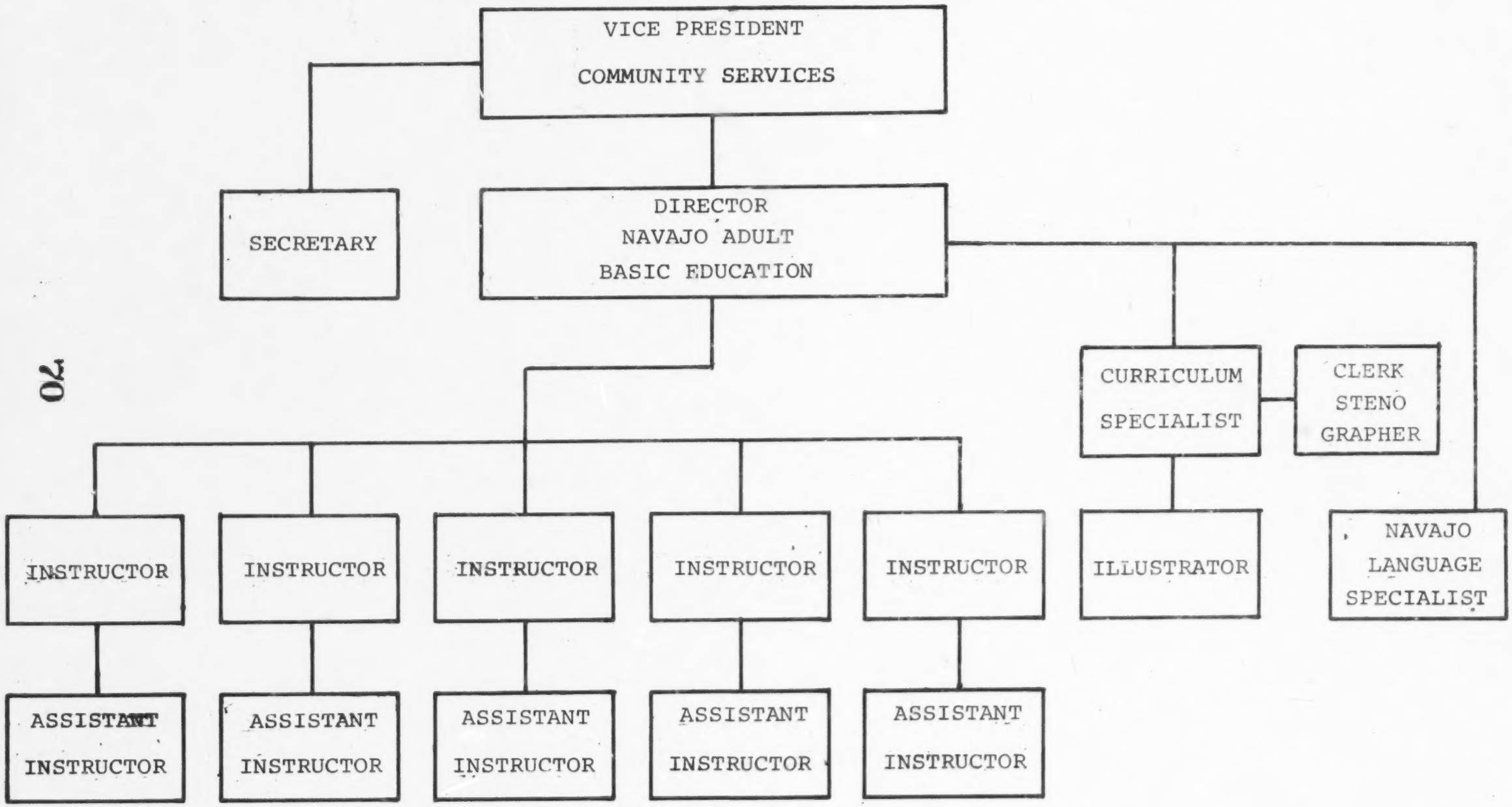
NAME	POSITION
Thomas E. Atcitty	Project Director
John Y. Begaye	Project Supervisor
Herbert Benally	Instructional Materials Developer
Jimmy R. Begaye	Navajo Language Specialist
Delores Atene	Clerk-Stenographer
Jack Isaac	Illustrator
Bobby L. Denny	Instructor
Howard K. Leonard	Assistant Instructor
James Ashike	Instructor
Nelson Charley	Assistant Instructor
Teddy Draper Sr.	Instructor
Wilson C. Gorman	Assistant Instructor
Ervin Wayne	Instructor
Wilson Tsosie	Assistant Instructor
Danny Johns	Instructor
Nathan Silversmith	Assistant Instructor

The above listed personnel are all bi-lingual Navajo instructors who have good rapport with the participants and have drawn the community people to participate in the Adult Basic Education classes. The instructors are aware of the existing situations, and mode of transportation of their participants in the remote geographical areas on the reservation. With these awareness, the instructors in the program will better serve the "grass-roots" Navajo adults.

Organization Chart March 1971



Organization Chart December 1969



The former staff members of Navajo Adult Basic Education are:

NAME	POSITION
Charles F. Stolz	Curriculum Specialist
Tony Begay	Illustrator
Thelma P. Laughter	Secretary
Clark Etsitty	Instructor
Mike Etsitty	Instructor
Charles Begay	Instructor
Susie Wauneka	Instructor
Leo L. Yazzie	Instructor
Victoria Begay	Instructor
Eddie White	Assistant Instructor
Ray Denny	Assistant Instructor
Raymond Elliott	Assistant Instructor
Mike Spencer	Assistant Instructor
Teddy Draper, Jr.	Assistant Instructor

PERSONNEL PROBLEMS

In the process of operating, the program experienced some staff problems. These problems are:

1. The "risk" in the special project funding.
2. Low salary which resulted in trained instructors transferring to the Community College.
3. Locating bi-lingual Navajos who are qualified to teach NABE and who are knowledgeable about the Navajo culture.
4. Coping with the combined deterrents of distance and bad roads.

In spite of the problems noted, the program has attained a capable staff who are reaching the people.

JOB DESCRIPTIONS

DIRECTOR

(a) Responsibilities

Under the President of the College, the incumbent performs work within the framework established by policies and procedures of the College as prescribed by the Board of Regents and ABE program objectives. Overall responsibility for direction of the ABE project and liaison with the funding agency.

(b) Duties

1. As the staff executive, the incumbent is responsible for implementing the Adult Basic Education program designed to demonstrate a sense of identity.
2. Is actively responsible for planning, developing, coordinating and evaluating the Adult Education program throughout the Chinle agency. In carrying out this responsibilities, he develops and formulates the program policies and procedures for dissemination to field facilities, continually analyzes established policies, procedures and program objectives and recommends modifications or improvements deemed appropriate.
3. Makes periodic field visits to keep informed of conditions in the field, to ascertain program accomplishments, and to discuss special matters which arise.

4. Is responsible for soliciting and coordinating the assistance of other potential organizations and agencies in improving the total Adult Basic Education program, e.g., educational institutions, the federal, state & county agencies, tribal leadership, public schools, churches, civic and service clubs, and the like.
5. Maintains liaison with the Adult Basic Education Advisory Board to enlist their contribution so as to obtain the maximum program objectives. Performs other duties as assigned by the College President and the Board of Regents.
6. Supervises and directs the work of the Adult Basic Education Project Supervisor.

PROJECT SUPERVISOR

(a) Responsibilities

Under the general supervision of the Project Director, the incumbent performs work within the framework of established policies and procedures of the College by the Board of Regents, and the program objectives. Technical advice and assistance is received from College staff, professional publications, pertinent adult education, workshops and reports thereof, seminars and other instructional materials.

(b) Duties

1. As a staff supervisor, incumbent is responsible for planning, developing and coordinating efforts toward the development of continued motivation and interest in Adult Basic Education.
2. Create and enhance creative capacities of the instructors to improvise, innovate, and substitute materials in the classrooms through regular meetings with instructors.
3. Will plan and prepare reievant training programs for instructors.
4. Incumbent is cognizant of and will adhere to peculiar needs of the Navajo participants through direct contact and communication.
5. Incumbent will be fluent in the Navajo language.
6. He will be innovative and creative so as to maximize the objectives of the Adult Basic Education project.
7. Incumbent will direct the activities of the Instructional Materials Developer, the instructors and the office clerical personnel.

8. He will assist the Project Director in establishing and maintaining proper relationships with participating communities.

9. He will represent the Project Director in his absence, and any other assignments so directed of the Director, the College President and/or the Board of Regents.

INSTRUCTIONAL MATERIALS DEVELOPER

(a) Responsibilities

Incumbent is directly responsible to the Project Supervisor. Basic overall task is to develop materials suitable for instructional purposes in Adult Basic Education for the non-English speaking Navajo. Materials are to be designed to raise the level of education of the non-literate Navajo in order to make them less dependent upon others, as well as to improve his ability to benefit from occupational or vocational training.

(b) Duties

1. Knowledgeable in Navajo history, culture and language.
2. Experienced in dealing with multi-media.
3. Experienced in dealing with publishers and printers.
4. Able to meet with Navajo leaders and discuss project objectives.
5. Coordinates information given by Navajo people into a program realistic with the aspiration of the Navajo.
6. Compiles the various media, methodology and techniques involved in the instructional program.
7. Works closely with Professional Advisory Board and local community Advisory Board.
8. Works closely with the instructors and illustrator.

NAVAJO LANGUAGE SPECIALIST

(a) Responsibilities

Incumbent is directly responsible to the Project Supervisor. Basic task is to develop materials for instructional purposes to determine whether literacy in Navajo Language is related to literacy in English Language.

(b) Specific Duties

1. Knowledgeable to speak, write, read the Navajo Language fluently.
2. Knowledgeable in Navajo history and culture.
3. A knowledge of literacy education.
4. Experienced in working with Navajo adults.
5. Ability to ider'ify, interpret, and analyze the needs of the learner and suggest methods and means of meeting those needs.
6. Must have respect for the learner's differences and the ability to provide experience which may build the learner's respect for himself.
7. Able to meet with Navajo leaders to discuss Navajo language project.
8. Works closely with the instructors, illustrators and Materials Developer.
9. Complies the various media, methodology and techniques involved in the Navajo instructional program.
10. Ability to be innovative and creative to maximize the Navajo language project objectives.
11. Will perform other duties as assigned.

ILLUSTRATOR

(a) Responsibilities

Incumbent will perform his work under the direction of the Instructional Materials Developer in compliance with the provisions contained in the project proposal in complimenting instructional materials through illustrations.

(b) Duties

1. Incumbent will have thorough knowledge and understanding of Navajo culture, history and religion.
2. Works closely with the ABE instructors in providing illustrations beneficial to Instructional Materials Developer.
3. Will perform work designed to promote the ABE project and from time to time the overall College activities.
4. Will perform other tasks assigned by Instructional Materials Developer and Project Director.

INSTRUCTORS

(a) Responsibilities

The instructors will direct experiences and activities designed to promote learning of the English language by non-English speaking Navajo adults. They will stress speaking, reading and writing of English coupled with an emphasis on Navajo culture and history. The actions of the instructors will accent the dignity and worth of the learner and will seek to provide situations designed to build positive self-concepts for the learner. Specifically, the instructors will create learning situations compatable with the major goal of raising the educational level of the adult Navajo so that he is less dependent upon others, able to participate in occupational or vocational training and better able to meet adult responsibilities.

(b) Duties

1. Fluent speaking ability in the Navajo and English language.
2. An in-depth knowledge of Navajo culture and religion and history.
3. A knowledge of literacy education.
4. Experienced in working with the Navajo adult.
5. Able to identify, interpret, and analyze the needs of the learner and suggest methods and means of meeting those needs.
6. Must have respect for the learner's differences and the ability to provide experiences which will build the learner's respect for himself.

INSTRUCTIONAL ASSISTANTS

(a) Responsibilities

Incumbent will perform under the direction of the ABE instructor in maximizing the instructional efforts as prescribed in the program.

(b) Duties

1. Incumbent will perform tutorial function for the instructor.
2. Will have some knowledge and appreciation for Navajo culture, history and religion.
3. Will render assistance in administering audiovisual techniques in classroom.
4. Will insure readiness of classroom well in advance.
5. Incumbent will be required to make supply run to the ABE office.
6. Incumbent will be bi-lingual.
7. Will perform any other duties deemed necessary by the ABE instructor.

SECRETARY

(a) Responsibilities

Under the supervision of the Director, Adult Basic Education, will perform stenographic and clerical office managerical tasks so as to insure the efficiency of the Navajo Adult Basic Education office.

(b) Duties

1. Incumbent will have general overall knowledge of the Navajo Adult Basic Education.
2. Incumbent will possess typing and shorthand efficiency.
3. Will be bi-lingual.
4. Will have knowledge and deep respect for Navajo culture, history and religion.
5. Will program and maintain the Navajo Adult Basic Education filing system.
6. Will maintain surveillance of pertinent information and records.
7. Incumbent will enforce proper office procedures.
8. Will perform other duties assigned.

CLERK-STENOGRAPHER

(a) Responsibilities

Under the supervision of the Instructional Materials Developer will perform clerical duties necessary to expedite required paperwork of administration of the Instructional Materials Developer.

(b) Duties

1. Incumbent will possess understanding knowledge of the ABE project.
2. Will have sufficient typing skills to maintain satisfactory flow of paperwork.
3. Will insure that files are maintained in an orderly manner.
4. Make proper distribution of all paperwork.
5. Will assist the Secretary in carrying out the office functions in a businesslike manner.
6. Will control the office mail.
7. Will perform other duties assigned.

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Arizona Republic
Phoenix

Arizona Press Clipping
Bureau - Phoenix

School is popular with Navajo adults

15 reservation towns are offering courses

MANY FARMS — In most of the United States the word "school" conjures up pictures of bright-eyed children tangling with the intricacies of math, science and grammer.

In the Navajo Nation, which sprawls across 25,000 square miles of Arizona, New Mexico and Utah, the children seek "book learning" no more avidly than their parents and grandparents, and Navajo Community College here is trying to satisfy the hunger of both groups.

Many of the adult students have their own transportation; the rest wait beside the highway until instructors from the NCC Adult Basic Education program pick them up and take them to their classrooms.

Classes meet for three hours, twice a week, with the time schedule determined by the students. The "classroom" may be any structure large enough to hold the group and sturdy enough to provide protection from the weather. Hogans and trading posts have been used; so have barns.

Instruction is provided in 15 communities throughout the reservation: Chinle, Del Muerto, Nazlini, Valley Store, Many Farms, Rough Rock, Cottonwood, Whippoorwill, Pinon, Rock Point, Round Rock, Lusachukai, Greasewood, Tsaile and Wheatfields.

The adult students pay no tuition, students fees or other costs.

Classes include oral English, basic reading of English, basic arithmetic, special elective units and community studies. New programs are constantly being considered in search of different ways in which to involve more of the people.

Field trips to the NCC campus are included in the college's all-out war against illiteracy on the reservation. On campus, the adult students visit the various classrooms with an eye toward perhaps enrolling in the Navajo cultural courses in the future.

The science courses are of particular interest to them. In the laboratories they see bacteria through a microscope for the first time and learn that germs are real, not just some vague hazard described in lectures by Public Health Service personnel. Also popular are detailed pictures of the moon and mobiles of the solar system.

An additional benefit of the program is that these adults, with children and grandchildren at home, return there with a better understanding of the part college can play in their families' future.

The adult students range in age from 18 to 85. At present, approximately 275 are enrolled in the program, which is staffed by five instructors and five instructor assistants.

As NCC President Ned A. Hatathli says "Education is a lifelong process, a means by which adults may equip themselves to make more effective judgments regarding themselves, their future, their families and their communities."

Republic photo

John Gray, right, learning center director, explains program to group

Republic photo

Hostiin Yazzie uses microscope on Navajo field trip

ABE Classes Held At Three Locations

MANY FARMS, Ariz.(Staff)— The Navajo Community College is sponsoring Adult Basic Education classes at the Valley Store, Many Farms and Rough Rock, Terry Draper, instructor of the classes said today.

The schedule of classes are: Valley Store classes are held 9- s. h- re 9- s. re i- i- d

p.m. The classes are held in the school building.

Draper said he and his assistant, Ervin Wayne, are teaching basic English, government, mathematics, health care economics, livestock improvement and driver education.

There are currently 98 Navajos enrolled in the basic education courses.

ARIZONA DAILY STAR
Tucson

ARIZONA PRESS CLIPPING
BUREAU - Phoenix

Navajos Battling Barriers

MANY FARMS, Ariz. — Overcoming the barrier of the Arizona literacy law in voter registration and qualifying to vote in county, state, and national elections is one of the projects currently underway in the Adult Basic Education program sponsored by Navajo Community College.

Tom Atcitty, projects supervisor for the NABE, said the 350 adult students attending classes in the Chinle Agency will participate in a program enabling them to qualify for registration for all elections.

The program, he said, will further familiarize the Navajo with voting procedures through the use of sample ballots and other aids. Instruction is on a non-partisan basis.

Atcitty said "the program is designed to enable the Navajo people to become aware of their rights in selecting their representatives."

The Navajos have been very active in tribal elections, he declared, but "they have not been motivated to see the importance of participating in the county, state, and national elections.

"The present eligible voter population in Apache County alone can put Navajos in county offices and even in state offices," the supervisor noted in a directive to field instructors. "There are enough Navajos to make the county and state governments listen to them, but the Navajos must first register and then vote."

Atcitty emphasized "The Navajos for years have been paying gasoline sales taxes on and off the reservation and other sales taxes off the reservation. The Navajos were paying taxes even before they were made citizens of the United States. However, the money for which they paid state, property taxes have not always returned."

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NABE PROGRAM IS SUPPORTED

MANY FARMS, Ariz.—Social services agencies aiding the Navajo people have pledged their support of the innovative Navajo Adult Basic Education (NABE) program at Navajo Community College.

Their promises of cooperation came during a week—long visit to NCC by Bayard Clark, special assistant to the director, Adult Education Programs, U. S. Office of Education, and George Lee of the Education for American Indians office, both of Washington, D. C.

Representatives of the organizations, the U. S. Public Health Service, Bureau of Indian Affairs and Office of Navajo Economic Opportunity, met with Clark and Lee while they were here and plan additional meetings with the NABE staff to work out details of supportive activities.

The representatives were Bob Cullum, assistant area director, BIA, Chinle; Carleen Reese, acting chief, Branch of Adult Education, BIA, Chinle; Ray Swanson, acting field administrator, Chinle BIA Agency; Wilma Bechnell, chief, Health and Education Branch, U. S. Public Health Service, Window Rock; Edward W. Lentz, coordinator, Adult Education, BIA, Washington, D. C.; Frankie Paul, community development officer, BIA, Window Rock, and Edison Shirley, apprenticeship coordinator, ONEO, Fort Defiance.

Clark, Lee and NABE staffers also met with officials of the Adult Education Division of the State Department of Instruction to discuss future operations of the NCC program. Here from Phoenix were Sterling Johnson, state director of adult education, and Wynn Wright, adult education curriculum specialist.

Of special interest in the NCC project, one of the first in the nation, Clark said, is the use of bilingual aides, who , Navajos themselves, are working with more than 200 of their people for six hours or more each week.

JOHN Y. BEGAY, director of Navajo Adult Basic Education at Navajo Community College, explains the program's curriculum to other educators. Left to right are Bayard Clark, special assistant to the director, Adult Education Program, U.S. Office of Education, Washington, D. C.; Herbert Bennally, assistant curriculum specialist for NABE; Begay, and Dr. Ned A. Hatathli, president of NCC.

Navajo Adult Basic Education Backed

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Of special interest in the NCC project, one of the first in the nation, Clark said, is the use of bilingual aides who, Navajos themselves, are working with more than 200 of their people for six hours or more each week. They concentrate on improving skills in oral English, reading, basic arithmetic, health and the Navajo language.

Special assistance from Project Hope in Ganado will be given to adult participants in Cottonwood, with particular emphasis on child care and child development. This segment of the program was set up at the request of residents of the area in the belief that learning about developmental stages of child growth will help them become better parents.

Basic Education Class Aids Voters

By Ellen Andrus

MANY FARMS, Ariz. —Overcoming the barriers of the Arizona literacy law in voter registration and qualifying for county, state and national elections is one of the projects currently underway in the Navajo Adult Basic Education (NABE) program sponsored by the Navajo Community College.

Tom Atcitty, Program Supervisor for the NABE, said the 350 adult students attending classes in the Chinle Agency will participate in a program enabling them to qualify for registration for all elections.

The program, he said, will further familiarize the Navajo with voting procedures through the use of sample ballots and other aides.

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"The Navajos have been longing for and in need of good roads on the Reservation and are still waiting." Atcitty explained "Our public schools are not getting their fair share of the money for schools from the county and state. Our county, state and congressional representatives are not truly representing the interests of their Navajo constituents."

Thus he urged an intensive educational crash course through the Adult Basic Education program to prepare students to qualify as voters in all elections and to become aware of issues of importance at the state and national level.

Feb. 28, 1970

NABE Sponsor Two SS Fairs

MANY FARMS, Ariz.(Special) – The Navajo Adult Basic Education Program at Navajo Community College is sponsoring two Social Service Fairs this spring to acquaint adult students with the social services that are available to them on the reservation.

Charles Stotz, Curriculum specialist with the NABE program at Many Farms, said the Social Service Fairs will consist of social exhibits from the many agencies on the reservation. . . The educational exhibits, pamphlets, and specialists will acquaint fair visitors of the social services offered to the Navajos [illegible] around the Chinle Agency.

ABE Students Tour College

MANY FARMS, Ariz —Middle aged Indian Adult Basic Education students got a taste of college life this week when they toured the facilities of Navajo Community college.

The ABE Students spent two days on the Many Farms campus and were overnight guests in the college dormitory. This week's students, members of Instructor Teddy Draper's class from Valley store, is the first group of Adult Basic Education students among the current enrollment of 315 to be invited as guests of the Navajo college.

Students at all 15 educational sites in the Chinle agency will be invited to "attend classes in Navajo Community College" during the spring.

This week's tour included visits to classrooms and discussions on the types and kinds of college courses offered to students at the college. Some of the classes visited by the adult students were chemistry, basic math, introduction to animal-husbandry, commercial art,

Shorthand, clothing, biology, auto mechanics, food preparation, blueprint reading, as well as Navajo Arts and crafts courses and Indian history, culture and language classrooms.

Wenesday evening, the [illegible] students viewed a film "[illegible] Exiles" depicting the [illegible] break of relocation at [illegible] The Learning Center [illegible] charge of the [illegible]

Presently 15 [illegible] in the Chinle [illegible] began [illegible] [illegible] Navajo Community College.

DESCRIPTION OF THE NAVAJO ADULT BASIC EDUCATION (ABE) PROGRAM AT NAVAJO COMMUNITY COLLEGE

The NCC Adult Basic Education (ABE) program is funded under HEW. It operates classes in fifteen communities on the Reservation: Chinle, Del Muerto, Nazlini, Valley Store, Many Farms, Rough Rock, Cottonwood, Whippoorwill, Pinon, Rock Point, Round Rock, Lukachukai, Greasewood, Tsaile and Wheatfields. Below is an account of its activities as reported by the former Information Officer of the College, now an employee of PTTA.

THE NAVAJOS TAKE A GIANT EDUCATIONAL STEP

Ellen Hill Andrus

MANY FARMS, ARIZONA -- In hogans, church basements, unused school rooms and homes, a full-fledged attack against illiteracy on the vast Navajo reservation is being undertaken by a group of dedicated Navajo teachers who are diligently striving to push back ignorance and bring older Indians - from 18 to 85 years of age - into the Twentieth Century.

Presently, some 315 Indians - mostly middleaged and elderly Navajos - are enrolled in Adult Basic Education classes studying English and Math as well as their own language, culture and history.

Five teachers and their assistants are holding classes in 15 sites in the Chinle Agency, one of the five larger geographical grazing subdivisions of the 25,000 square mile reservation. Federal Health, Education and Welfare funds, alloted last July, are supporting the literacy project.

This new, far-reaching experimental program was finally launched in December after a busy fall spend in hiring a staff, tentatively planning an approach to a curriculum, and obtaining classrooms. And, too, the fall planning allowed the Navajos time in the mountains during the long golden Indian summer to gather pinon nuts for which they received 60 cents per pound, a monetary windfall this year during a bountiful harvest. Pinon picking is important to the lowly

hogan economy of the reservation where a family's income is a mere $680.00 per year, far below any poverty line.

Recently, Calvin Nichols, HEW regional program officer from San Francisco, visited Navajo Community College's unique Adult Basic Education program and the reservation for the first time. He constantly pressed for time tables and source materials, anything that would reveal progress after two months of classroom time.

Tom Atcitty, Navajo Abe projects supervisor, shrugged his shoulders in dismay, attempted to explain that on the reservation, one abides by Navajo time, not the Anglo's pressure-cooker concept of a 24-hour day. Anglo time tables - culturally or governmentally inspired - get lost, forgotten, ignored in this barren, beautiful land where the non-English speaking Navajo whose culture includes mythological gods and an unswerving faith in the traditional medicine man, if things go according to Washington bureaucratic clocks.

Atcitty, 34, educated at Indiana's Taylor University and the University of Colorado, is one of the few young Navajos who returned to the reservation and found an opportunity to use his talents. He supervises the five field instructors and works closely with Charles Stolz, curriculum specialist, formerly with Michigan State University's ABE department. Stolz is the single Anglo in an otherwise all-Navajo ABE staff.

Allen D. Yazzie, a handsome middle-aged Navajo with greying hair and a degree in education from Northern Arizona University, is vice-president of the Navajo Community College, first institution of higher learning on Indian lands, and in charge of The Office of Community Services, the division under which the ABE program functions. Yazzie spends his time not in the classroom but in Window Rock, capitol of the Navajo Nation, selling the ABE idea to Navajo leaders - thus the people - and seeking not only tribal funds but charting new courses for future community services projects on the reservation.

Yazzie is trying to establish a priority list for long over-due educational needs of his people. He hopes to start using the mocassin trails of Navajoland as a path to education and a brighter future for his people by beckoning them through the doors of hogan classrooms to learn English and later to Navajo Community College which has an "open door" enrollment policy.

Keys to the success of the Navajo Adult Basic Education program are its field instructors. They are carefully, specially chosen from among applicants who live in the area in which they teach.

Pedagogy and methodology are useless here when employed by a non-Navajo speaking Anglo teacher. What counts, and the success of the project hinges upon it, is that the teachers are liked and trusted by the people. They must speak the

language, understand the culture, for not only will they be the teachers to their students but counselors, advisors and confidants in private and community affairs.

Wynn Wright, consultant to the Arizona Department of Adult Basic Education, now concedes after years of disappointing results and frustrating failure, that training Anglo teachers for Navajo classrooms is not only impossible, but useless.

"One must take the Navajo and train him to teach," she says with authority. "The Navajo teacher is not handicapped with the cultural and language barriers that the white teacher is."

In addition to the six hours per week that the instructors teach classes at each of the 15 educational sites in the Chinle Agency, they are community leaders and must inspire development of more leaders from among the people.

The instructors are in the field teaching four days a week. On Friday they come in to the trailer-office headquarters of the Navajo ABE program at Many Farms for in-service training, consultation, and briefing.

Not only do the instructors deliver hard core lessons in basic English and applied math, but they also offer some general basic science, first aid, and even give lectures on safe driving. General Motors has furnished the in-field Navajo teachers with special instructional film on driver education and safety. It is one of the most popular courses offered in the ABE series. Pick-up trucks have replaced wagons as the official Navajo mode of transportation and since 70 per cent of the hogan-based students are women, they must learn to drive to reach distant trading posts for supplies.

The teachers may also be asked by their adult students to help with welfare and social security problems, legal and civil right, prenatal, child care, and nutrition. The list is endless.

During the week, each instructor "inputs" questions constantly to the ABE headquarters staff. Atcitty, Stolz, and Navajo staff Artist Jack Isaac, keep busy Monday through Thursday finding answers to the questions and providing specialists and consultants for Friday's full staff meeting.

The teachers, in addition to bringing questions from students to the weekly seminars, also bring answers and valuable information that will assist the experts in compiling Navajo - English textbooks and developing source materials. Just as important, ABE staff members want from their elderly Indian students the unwritten stories that are fragments of Navajo history as well as indices of changing cultural patterns and an evolving native language.

Atcitty and Yazzie agree that the practical field classes

are the perfect place to glean valuable information that comprises unwritten Navajo history.

"The people work with the instructors in designing and setting up each of the classes", Yazzie said. "This way then study the things they want and that will be useful to them. It is a beginning."

"We're starting at the very grass roots with our program and hope to get the Navajos who do not speak a word of English to the level where they become accustomed to classrooms and will continue in an adult basic education program or go on for the GED (high school equivolency diploma)."

Classes in the Navajo ABE program began December 1, 1969 with no texts, no source materials. These must be developed as the instructor-students design courses that are suitable to everyone's needs. The process is time-consuming. There can be no time table.

Yazzie:

"The curriculum of any Adult Basic Education Project is dependent upon the characteristics of the population served by the project. This is particularly true of the curriculum of the Navajo Adult Basic Education.

"It is designed to reflect the unique heritage of the Navajo people as well as provide experiences with English as a second language, practical arithmetic, consumer and health education, agriculture, stock raising and driver's education. Service to the community through a community development approach is the vehicle by which the project can reach its objective of an improved life for the non-literate Navajo."

Yazzie knows his people and he's aware of the problems.

"There are many programs throughout the United States that have been built upon the base of community development and have designed a curriculum to serve the needs of the people."

"It would be very simple to reproduce the exact program from any number of areas and call it the Navajo Adult Basic Education Project. Such a technique, however, though administratively efficient, would be operationally disasterous."

The Navajo ABE staff chose wisely to survey informally but thoroughly the problems and needs of both the communities and the people of the Chinle Agency first. From the information, a curriculum is beginning to emerge which will be structured upon the specific desires of the Navajo adult client.

The pre-service and curriculum organization phase of the program explored and justified construction of a curriculum with

a subject-based approach as the core (primarily oral English and beginning reading and writing) but with a variety of formal and informal teaching occuring. The formal and informal teaching is concerned with the processes of decision-making, reservation life, Navajo culture and unique problems facing the Navajo adults.

Classroom teaching programs are divided into periods of 20 to 30 minutes each, thus, many activities are scheduled within the three-hour time block - health, relating arithmetic, reading, social and economic life, decision making - without deadly one to two hour sessions on the same lesson.

Says Yazzie, "Much freedom is being given the adult learner. Freedom to suggest, freedom to plan and freedom to question. This is essential because the adult can elect to attend or not attend classes depending upon his feelings and his sense of accomplishments. The learner must decide for himself why he is attending classes and he must have the opportunity to see his reasons for attending evident within the curriculum. His own success will be determined by the adult learner."

Yazzie and his staff are averting every possible pitfall to lose students before teachers have had a chance to get their attention. One of the methods being used to introduce the non-English speaking Navajo to basic and higher education is to bring each class group from the hinterlands of the Chinle Agency into the college campus at Many Farms for an overnight visit. During the day the adult basic education students visit classrooms and are given lectures in their own language in every subject from chemistry to food preparation, astronomy to silversmithing.

The hogan ABE program involves every type of innovative and experimental teaching device and material. Through use of posters, hand-painted signs, education films, projectors, movies, tape recorders, and still cameras, the instructors are attempting to further knowledge in health, safety, baby and pre-natal care as well as hard core subjects.

Eventually, Allen Yazzie hopes to begin leadership courses and start community development that will emphasize home training in water development, health and sanitation.

The five instructors - Mike Etsitty, Nathan Silversmith, Teddy Draper, Charles Begay and Clark Etsitty - range in education and experience from a college degree to pre-school teaching without benefit of a high school diploma. But the teachers are leaders in the communities where they hold classes: Rock Point, Many Farms, Round Rock, Lukachukai, Tsaile, Wheat-field, (upper) Greasewood, Rough Rock, Valley Store, Chinle, Nazlini, Del Muerto, Pinon, Whipperwill, and Cottonwood.

Some 110 students attend itinerate-Teacher Teddy Draper's classes in the 20- mile radius of Rough Rock, Many Farms, and Valley Store.

Classes are held in every available structure from the chapter house at Nazlini to Pinon where a Presbyterian Church basement is the meeting place to a hogan at Greasewood.

Some of the HEW money has been used to buy materials - logs and roofing - for the hogan classrooms with the students in the area furnishing the labor.

The Office of Health, Education and Welfare funded the Navajo ABE project some $200,000 on a 12 month basis. Most of the money is used for salaries of the administrative planners and instructors, travel, and equipment.

A specially-selected Navajo team, reporting directly to HEW, constantly assesses and evaluates the evolving ABE program. The team includes Sam Billison, who has completed work for a Ph.D. in school administration; Henry Gatewood, the single Navajo superintendent of a reservation public school at Chinle; John Y. Begaye, director of OEO adult education in Utah; Herb Blatchfor, director of the Gallup Indian Community Center, and Dillon Platero, director of the Rough Rock Demonstration School.

Presently, the Navajo ABE project is confined to the Chinle agency. The directors, however, one day envisage a reservation-wide adult basic education program that reaches into every arroyo, mountain retreat, and forest in the vast Indian land.

Yazzie also hopes to initiate a village inter-change of arts and crafts within the program so that the nomadic Navajos can continue to be endowed with weaving and silversmithing craftsmanship. Sheep herding is still the principal backbone of the Navajo economy in spite of the fact that the Indians should begin shifting to more modern types of reservation industry.

Next scheduled target for "Operation Education" in the Navajo ABE program, when funds are available, is the isolated and remote "Executive Order of 1882 Land", much disputed between Navajo and Hopis and the federal government trusteeship. Indians - some 6,000 Hopis and 9,000 Navajos - are entrapped in this disputed area of the reservation without electricity because the Navajo Tribal Utility Authority considers stringing lines to the area economically unfeasible; there are few modern vehicles to transport the denizens of the region outside; there is practically no money and sheep herding is the principal livelihood. Even the Navajos consider this land the most remote in their vast country.

One of the effective methods of reaching the Navajo people in its educational approach is through the revered medicine men. The advisory board to the Indian ABE program is composed entirely of medicine men. Hopefully, they will become one of the strongest links in achieving literacy among the Navajos.

In this land where illiteracy is described by various tribal

and governmental agencies as between 60 and 80 per cent, education is considered the prime aim in a lengthy priority list where everything is important.

In Navajoland, where the people have been trapped for decades by traditions, poverty, and illiteracy, the first giant educational step has been taken to find the proper path to the modern age.

NAVAJO ADULT BASIC EDUCATION

DAILY ACTIVITY REPORT

Name: _____

Date: _____

CLASSROOM ACTIVITIES (General):

VISITATIONS:

Students or Potential Students

Agencies & Personnel

PROBLEMS OR ISSUES:

TRAVEL (other than classroom):

Purpose

Places

COMMENTS:

NAVAJO ADULT BASIC EDUCATION

INSTRUCTOR'S REPORT

Name: _____

Location: _____ Reporting Date: _____

I. PAST WEEKS ACTIVITIES

A. Attendance:

B. Total Mileage
(Instructor & Students)

C. Accomplishments:

II. PROBLEMS ENCOUNTERED

III. SOLUTIONS FOR PROBLEM

IV. NEXT WEEKS PROJECTION (Plan)

V. IDEAS (Recommendations)

NAVAJO ADULT BASIC EDUCATION
Many Farms, Arizona 86503

NABE Quarterly Report Form

1. Report for quarter beginning _____

   and ending _____

2. NABE Center _____

3. Total target population at the beginning of this quarter
   (This figure represents the number of Chapter area Navajo Adults 20 or more years of age and are lacking or unable to read, write and speak English language. Although this figure is not entirely accurate for NABE programing, it represents a unified reporting target.)

4. Number of new Adult Basic Education student enrollments during the present quarter by grade level:

   Unknown _____

   Beginning grade (1-3) _____

   Intermediate grades (4-6) _____

   Advance grades (7-8) _____

   Other (9-12) _____

   Total new enrollment: _____

   (New enrollment by grade level. List the number of new enrollees during the quarter by Beginning Level (grades 1-3), Intermediate Level (grades 4-6) and Advance Level (grades 7-8). This requires a testing program and the keeping of records by grade levels indicated.)

5. Number of Adult Basic Education students in class at the end of the last quarter .....

6. Number of Adult Basic Education students in class at the end of this quarter .....

7. Number of Adult Basic Education students separating during this quarter due to:

Completion of 8th grade _____

For employment _____

For other reasons _____

Total Separation _____

(NABE student separations: Drop out for employment, list the number of students dropping out because of finding employment to a better job. Drop out for other reasons, list the number of students dropping out for all other reasons besides finding a new or better job such as job changes, seasonal employment, sickness, lack of interest, transfer, etc.)

8. Number of instructions in the program at the end of this quarter _____

_____

TRAVEL EXPENSE STATEMENT
NAVAJO COMMUNITY COLLEGE
Many Farms Rural Post Office
Chinle, Arizona 86503

Name of Traveler _____ Navajo Adult Basic Education
Department

Date	Hour	Begin Mileage	From	To	End Mileage	Date	Hr.	Total Mileage

TOTAL MILES _____

_____ Miles at 10¢ per mile: . . . _____

Common Carrier, if not prepaid: . . . . . _____

Per Diem Allowance Claimed ___ days: . . _____

Other expenses - Must be listed: . . . . . _____

Total expenses claimed: . . . . . _____

Travel Advance Given: ____Yes Amount: _____
____No

ACCOUNT NUMBER:

Amount Due Traveler (or agency): . . . . . _____ _____

EXPLANATION: _____

_____

I certify that this statement, the amounts claimed and attachments are true, correct, and complete to the best of my knowledge and belief and that payment therefor had not been received.

_____ _____
Date Signature of Traveler

_____ _____
Date Approved by - Supervisor

REQUISITION

NAVAJO COMMUNITY COLLEGE
Many Farms Rural Post Office
Chinle, Arizona 86503

REQUISITION NO. #_____ Date: _____

To: _____ Shipping Instructions: _____

_____ _____

Department: _____ Date Required: _____

Account No.: _____ _____

QUAN.	CATALOG NO.	DESCRIPTION	UNIT PR.	TOTAL

TOTAL _____

Requested by: _____

Approved by: _____

Comments: _____

Make out in Duplicate: Accounting (Original)
Department (copy)

CHECK REQUEST

NAVAJO COMMUNITY COLLEGE
Many Farms, Arizona 86503

PAYEE:

Date: _____

Name: _____

OEO _____
Donner _____
Other, Specify _____

Street: _____

Town: _____

Why necessary: _____

_____

COST DISTRIBUTION:

Date	Invoice	Description	Acct. No.	Amount

Total _____

Requested by: _____ Date Paid: _____

Approved by: _____ Check No.#: _____

FORM # 24

NAVAJO COMMUNITY COLLEGE
Many Farms Rural Post Office
Chinle, Arizona 86503

LEAVE REQUEST

Name: _____

Request leave as follow: ☐ Sick Leave ☐ Annual ☐ Educational

Total hours requested: _____

Purpose of Leave: _____

_____

To begin at _____ (time) on _____ (date) and ending at _____ (time) on _____ (date).

_____ Date Requested

_____ Employee Signature

_____ Date Approved

_____ Approved By

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

NOTIFICATION OF GRANT AWARD

(Single Signature)

VENDOR NUMBER: 008246

1. NAME AND ADDRESS OF INSTITUTION (No., Street, City, State, and ZIP Code)

Navajo Community College
Many Farms, Arizona 86503

2. GRANT NUMBER: OEG-0-9-122055-4561(324)

3. PROJECT NUMBER: 9-9-S-0-0055

4. AMOUNT: $ 200,000.00

5. PERIOD OF GRANT (Month, Day, Year)

FROM: 6-15-69 THROUGH: 6-14-70

6. MAKE CHECKS PAYABLE TO:
Navajo Community College
Many Farms, Arizona 86503

7. GRANT AWARD IS (Check one)
A. [X] NEW B. [ ] REVISED

8. PROPOSAL TITLE

Experimental Program in Navajo Basic Adult Education

9. SCOPE OF WORK AND/OR SPECIAL CONDITIONS This Grant Award is made on the basis of:

(A) The above entitled proposal as revised budget-wise;
(B) Policies and Procedures for the preparation of proposals and operation of projects under Section 309 of the Adult Education Act of 1966, Section I and II and;
(C) The variations, additions, and deletions contained in the Special Terms and Conditions. Any of the foregoing not attached hereto are included herein by reference and all together shall constitute the terms and conditions of this grant.

The Grantee agrees to accept the foregoing terms and conditions, or to notify the Grants Officer, U.S. Office of Education in writing to the contrary within ten (10) days after the date of approval of the Grant indicated below.

10. GRANT AUTHORITY

P. L. 89-750, Title No. III, Section 309(b)

APPROVED

11. NAME OF GRANTS OFFICER (Please type)

John H. Getreu

12. DATE: 8 JUL 1969

13. SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL

John H. Getreu

ACCOUNTING DATA (Office of Education Program offices will complete items marked with an asterisk)

R T (1)	MAC. NO. (2)	F Y* (3)	BATCH NO. (4-7)	COMMON ACCOUNTING NUMBER * (8-15)	EFF. DATE (16-18)	OBLIGATION NUMBER * (19-33)	TRANS CODE (34-36)	AMOUNT (Dollars & Cents) * (37-48)	NEG. SYM. * (49)	OBJECT CLASS* (50-53)	VENDOR NUMBER * (54-65)
		9		92410543		122055		$200,000.00		41.20	008246

VOUCHER SCHDEULE NUMBER (66-71)	GOVT. NON-GOVT. (72)	PROGRAM CODES SCI/NON-SCI (72-74)	PROGRAM CODES BAL PAY (75-76)	CNTRL FUND (77)	REC COUNT (78-80)	APPROPRIATION SYMBOL *	ALLOTMENT NUMBER	PPB NUMBER
		41				7590212		

OE FORM 5232, 11/68 REPLACES OE FORM 8009, 12/66 AND 5/68, WHICH ARE OBSOLETE

Grantee

DEPARTMENT OF HEALTH, EDUCATION; AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

NOTIFICATION OF GRANT AWARD

(Single Signature)

VENDOR NUMBER: 008246

1. NAME AND ADDRESS OF INSTITUTION (No., Street, City, State, and ZIP Code)

Navajo Community College
Many Farms, Arizona 86503

2. GRANT NUMBER: OEG-0-70-5156(324)

3. PROJECT NUMBER: 122148

4. AMOUNT: $ 40,000.00

5. PERIOD OF GRANT (Month, Day, Year)

FROM: 6/15/70 THROUGH: 3/31/71

6. MAKE CHECKS PAYABLE TO:

Navajo Community College
Many Farms, Arizona 86503

7. GRANT AWARD IS (Check one)

A. ☐ NEW B. ☒ REVISED #1

8. PROPOSAL TITLE

"Experimental Program in Navajo Adult Education"

9. SCOPE OF WORK AND/OR SPECIAL CONDITIONS

The Grant Termination date is changed from 1/31/71 to 3/31/71 at no additional cost to the Government.

10. GRANT AUTHORITY

P.L. 89-750, Title No. III, Section 309(b)

APPROVED

11. NAME OF GRANTS OFFICER (Please type)

JOHN H. GETREU

12. DATE: MAR 5 1971

13. SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL

John H. Getreu

ACCOUNTING DATA (Office of Education Program offices will complete items marked with an asterisk)

R T (1)	MAC. NO. (2)	F Y* (3)	BATCH NO. (4-7)	COMMON ACCOUNTING NUMBER * (8-15)	EFF. DATE (16-18)	OBLIGATION NUMBER * (19-33)	TRANS CODE (34-36)	AMOUNT (Dollars & Cents) * (37-48)	NEG. SYM. * (49)	OBJECT CLASS* (50-53)	VENDOR NUMBER * (54-65)
		0		2410543		070516				41.21	008246

VOUCHER SCHEDULE NUMBER (66-71)	GOVT. NON-GOVT. (72)	PROGRAM CODES: SCI/NON-SCI (72-74)	PROGRAM CODES: BAL PAY (75-76)	CNTRL FUND (77)	REC COUNT (78-80)	APPROPRIATION SYMBOL *	ALLOTMENT NUMBER	PPB NUMBER
		2				7500212		11253722

OE FORM 5232, 11/68

REPLACES OE FORM 8009, 12/66 AND 5/68, WHICH ARE OBSOLETE

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A.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT
THE ADULT EDUCATION ACT, SECTION 309(b), TITLE III, P.L. 91-230
FINAL EXPENDITURE REPORT

INSTRUCTIONS: An original and three signed copies are to be submitted within sixty days following termination of the project.

MAIL TO:
Department of Health, Education, and Welfare
U.S. Office of Education
Bureau of Adult, Vocational, and Technical Education
Washington, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0788

CONTRACTOR OR GRANTEE *(Name and address)*
Navajo Community College
Many Farms Rural P.O.
Chinle, Arizona 86503

U.S. OE CONTRACT OR GRANT NUMBER
OEG-0-9-122055-4704(324)

FISCAL YEAR OF AWARD: 1969-1971
PHASE:

PERIOD OF CONTRACT OR GRANT
From June15/69 To Jan 31/71

PART I – EXPENDITURES	AMOUNT BUDGETED (a)	ACTUAL EXPENDITURES (b)	BALANCE (Col a minus Col b) (c)
A. DIRECT COSTS			
1. PERSONNEL SALARIES			
A. PROJECT DIRECTOR	$12,500.00	$15,519.11	$ (3,019.11)
B. OTHER KEY PERSONNEL, IF ANY	12,000.00	12,855.64	(855.64)
C. INSTRUCTIONAL STAFF AND COUNSELORS (No. Full Time ; No. Part Time)	60,1[illegible]00	77,989.56	(17,889.56)
D. CONSULTANTS (No.)	10,2[illegible].00	3,736.65	6,463.35
E. SECRETARIAL AND CLERICAL (No.)	9,0[illegible].00	9,151.27	(151.27)
F. OTHER SUPPORTING STAFF (No.)	---	3,491.03	(3,491.03)
G. SUBTOTAL FOR PERSONNEL SALARIES	103,800.00	122,743.26	(18,943.26)
2. OTHER DIRECT OPERATING COSTS			
A. EMPLOYMENT SERVICES AND BENEFITS	9,360.00	8,326.82	1,033.18
B. TRAVEL	26,800.00	28,382.57	(1,582.57)
C. REQUIRED FEES, IF ANY Evaluation	1,185.00	1,699.10	(514.10)
D. COMMUNICATIONS COSTS (Telephone, postage fees, etc.)	1,400.00	1,446.72	(46.72)
E. SUPPLIES, PRINTING, AND PRINTED MATERIALS	19,000.00	8,664.74	10,335.26
F. EQUIPMENT (Rentals and purchases)	8,000.00	6,641.51	1,358.49
G. RENTAL OF SPACE	10,540.00	4,326.83	6,213.17
H. MINOR REMODELING OF SPACE	1,500.00	2,652.88	(1,152.88)
I. UTILITIES AND CUSTODIAL SERVICES (If not included in any other item of this section and not in indirect costs)	3,600.00	2,576.32	1,023.68
J. [illegible] OPERATING COSTS	81,385.00	64,717.49	16,667.51
3. TOTAL [illegible] COSTS (Lines 1G and 2J)	185,185.00	187,460.75	(2,275.75)
B. COST SHARING			
1. CONTRIBUTIONS OF GRANTEE			
2. CONTRIBUTIONS FROM OTHER SOURCES			
3. TOTAL COST SHARING			
C. TOTAL FEDERAL DIRECT COSTS (Line A3 minus line B3)	185,185.00	187,460.75	(2,275.75)
D. INDIRECT COSTS (Not to exceed 8 percent of Total Federal Direct Costs, Line C)	14,815.00	14,996.86	(181.86)
E. TOTAL FEDERAL FUNDS EXPENDED (Line C plus Line D)	$200,000.00	$202,457.61	$ (2,457.61)

PART II – CASH SUMMARY	
A. TOTAL AMOUNT OF GRANT	$200,000.00
B. TOTAL FEDERAL GRANT FUNDS EXPENDED (Same as Part I, Line E, column b)	202,457.61
C. TOTAL GRANT FUNDS RECEIVED FROM FEDERAL GOVERNMENT	180,000.00
D. BALANCE DUE CONTRACTOR OR GRANTEE AGENCY	$ 22,457.61

I CERTIFY THAT ALL OF THE INFORMATION CONTAINED HEREIN IS CORRECT TO THE BEST OF MY KNOWLEDGE

SIGNATURE OF PROJECT DIRECTOR	DATE	SIGNATURE OF FISCAL OFFICER AUTHORIZED TO REPRESENT GRANTEE AGENCY	DATE
John Y. Begaye-Director	4-5-71	Charles E. Rosen-Comptroller	3/31/71

OE FORM 3121-4, 12/70 REPLACES OE FORM 3121-4, 3/70, WHICH MAY BE USED

B.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT
THE ADULT EDUCATION ACT, SECTION 309(b), TITLE III, P.L. 91-230
FINAL EXPENDITURE REPORT

FORM APPROVED
O.M.B. NO. 51-R0788

CONTRACTOR OR GRANTEE *(Name and address)*
Navajo Community College
Many Farms Rural P.O.
Chinle, Arizona 86503

U.S. OE CONTRACT OR GRANT NUMBER
OEG-0-70-5156 (324)

FISCAL YEAR OF AWARD: 1970-1971
PHASE:

PERIOD OF CONTRACT OR GRANT
From July 1/70 To Jan 31/70

INSTRUCTIONS: An original and three signed copies are to be submitted within sixty days following termination of the project.

MAIL TO:
Department of Health, Education, and Welfare
U.S. Office of Education
Bureau of Adult, Vocational, and Technical Education
Washington, D.C. 20202

PART I – EXPENDITURES	AMOUNT BUDGETED (a)	ACTUAL EXPENDITURES (b)	BALANCE (Col a minus Col b) (c)
A. DIRECT COSTS			
1. PERSONNEL SALARIES			
A. PROJECT DIRECTOR	$	$	$
B. OTHER KEY PERSONNEL, IF ANY			
C. INSTRUCTIONAL STAFF AND COUNSELORS (No. Full Time ; No. Part Time)	16,300.00	22,882.71	(6,582.71)
D. CONSULTANTS (No.)	2,400.00	1,387.20	1,012.80
E. SECRETARIAL AND CLERICAL (No. 1)	2,500.00	1,641.11	858.89
F. OTHER SUPPORTING STAFF (No.)			
G. SUBTOTAL FOR PERSONNEL SALARIES	21,200.00	25,911.02	(4,711.02)
2. OTHER DIRECT OPERATING COSTS			
A. EMPLOYMENT SERVICES AND BENEFITS	2,120.00	2,452.38	(332.38)
B. TRAVEL	2,063.00	2,023.54	39.46
C. REQUIRED FEES, IF ANY			
D. COMMUNICATIONS COSTS (Telephone, postage fees, etc.)	458.00	458.00	-
E. SUPPLIES, PRINTING, AND PRINTED MATERIALS	8,900.00	4,616.19	4,283.81
F. EQUIPMENT (Rentals and purchases)	1,600.00	332.75	1,267.25
G. RENTAL OF SPACE	690.00	541.67	148.33
H. MINOR REMODELING OF SPACE			
I. UTILITIES AND CUSTODIAL SERVICES (If not included in any other item of this section and/or in indirect costs)		821.00	(821.00)
J. SUBTOTAL – OTHER DIRECT OPERATING COSTS	15,831.00	11,245.53	4,585.47
3. TOTAL DIRECT COSTS (Sum of Lines 1G and 2J)	37,031.00	37,156.55	(125.55)
B. COST SHARING			
1. CONTRIBUTIONS OF GRANTEE			
2. CONTRIBUTIONS FROM OTHER SOURCES			
3. TOTAL COST SHARING			
C. TOTAL FEDERAL DIRECT COSTS (Line A3 minus line B3)	37,031.00	37,156.55	(125.55)
D. INDIRECT COSTS (Not to exceed 8 percent of Total Federal Direct Costs, Line C)	2,969.00	2,972.53	(3.53)
E. TOTAL FEDERAL FUNDS EXPENDED (Line C plus Line D)	$ 40,000.00	$ 40,129.08	$ (129.08)

PART II – CASH SUMMARY	
A. TOTAL AMOUNT OF GRANT	$40,000.00
B. TOTAL FEDERAL GRANT FUNDS EXPENDED (Same as Part I, Line E, column b)	40,129.08
C. TOTAL GRANT FUNDS RECEIVED FROM FEDERAL GOVERNMENT	36,000.00
D. BALANCE DUE CONTRACTOR OR GRANTEE AGENCY	$ 4,129.08

I CERTIFY THAT ALL OF THE INFORMATION CONTAINED HEREIN IS CORRECT TO THE BEST OF MY KNOWLEDGE

SIGNATURE OF PROJECT DIRECTOR	DATE	SIGNATURE OF FISCAL OFFICER AUTHORIZED TO REPRESENT GRANTEE AGENCY	DATE
John Y. Begaye-Director	4-4-71	Charles E. Rosen-Comptroller	3/31/71

OE FORM 3121-4, 12/70 REPLACES OE FORM 3121-4, 3/70, WHICH MAY BE USED

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Bureau of Adult, Vocational and Library Programs
Washington, D.C. 20202

BUDGET SUMMARY

Proposal for a Special Experimental Demonstration Project in Adult Basic Education under Section 309 of the Adult Education Act of 1966 (P.L. 89-750).

Fiscal Year 1969-70

Total Funds Requested by / $200,000

A. DIRECT COSTS:

1.	Personnel Salaries	93,800.00
2.	Employment Services & Benefits	9,360.00
3.	Travel	26,800.00
4.	Communications	1,400.00
5.	Supplies, Printing & Printed Materials..	19,000.00
6.	Equipment (rental & purchase).....	8,000.00
7.	Rental of Space.....	10,540.00
8.	Minor Remodeling of Space ..... (water & electric lines, etc)	1,500.00
9.	Utilities & Custodial Services ..... (if not included in any other item)	3,600.00
10.	Evaluation	1,185.00
	Total Direct Cost	$ 185,185.00

B. COST SHARING (contributions of Grantee & other Source ... 30,000.00

C. TOTAL FEDERAL DIRECT COSTS (total direct cost 184,185.00
minus cost sharing)

D. INDIRECT COSTS (8% of grant) 14,815.00

E. TOTAL FEDERAL FUNDS REQUESTED (item C plus .... $ 200,000.00
item D)

REVISED BUDGET SUMMARY

Proposal for a Special Experimentation Project in Adult Basic Education Curriculum Development under Section 309 of the Adult Education Act of 1966 (P.L. 89-750).

Fiscal Year 1970/
$39,993.96
6 months

A. DIRECT COST:

1.	Personnel Salaries	$ 21,200.00
2.	Employment Services & Benefits	2,120.00
3.	Travel	2,063.00
4.	Required Fees, if any	----------
5.	Communications	458.00
6.	Supplies, Printing & Printed Materials	8,900.00
7.	Equipment (Rental & Purchase)	1,600.00
8.	Rental of Space	690.00
9.	Minor Remodeling of Space	--------
10.	Utilities & Custodial Service	--------
	Total Direct Cost	$ 37,031.44

B. COST SHARING (contribution of Grantee & other Source) . --------

C. TOTAL FEDERAL DIRECT COSTS . . . . . $ 37,031.44

D. INDIRECT COSTS (8% of Grant) . . . . . $ 2,962.52

E. TOTAL FEDERAL FUNDS REQUESTED . . . . . $ 39,993.96
(Item C plus D)

ERIC Clearinghouse
MAY 11 1972
on Adult Education